

Materials Development for Language Teaching using CLIL

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Materials Development for Language Teaching using CLIL

Klíčová slova

CLIL, jazyková výuka, didaktika anglického jazyka, obsahový předmět, dějepis

Key words

CLIL, language teaching, English language teaching, content subject, history

Abstrakt

Přestože se CLIL, termín označující integraci výuky jazyka a klasických obsahových předmětů, objevil již v roce 1994 a Evropská unie ho považovala za potenciální a efektivní přístup k výuce cizích jazyků, nezdá se, že by se tato metoda v širokém měřítku v českém školství efektivně využívala, ani byla dostatečně v povědomí široké veřejnosti. Tento přístup ovšem nabízí skvělou příležitost k tomu, aby byla v jazykových hodinách vytvořena autentičtější atmosféra a současně došlo ke spojení výuky jazyka a hlavních předmětů. Při práci s metodou CLIL musíme brát v úvahu několik faktorů, například její cíle, základní principy, metodiku, diskurz či použitelné materiály, v neposlední řadě také postupy a kritéria pro vytváření materiálů pro jazykovou výuku (také s ohledem na daný obsahový předmět). Záměrem této práce je rozšířit povědomí o metodě CLIL a zároveň částečně přispět ke snížení nedostatku materiálu využitelného v takových hodinách. Proto se v práci zvažují všechna výše zmíněná kritéria, která budou analyzována v logické a efektivní posloupnosti s cílem vytvořit pracovní listy pro hodiny zaměřené na CLIL metodu, které budou následně v kontextu tematické orientace této práce rozebrány. Diplomová práce bude rozdělena na tři části a její cíl představuje propojení metody CLIL a analýzy a vytváření materiálů pro jazykovou výuku. Práce se omezí na konkrétní kombinaci CLILu, výuku dějepisu v anglickém jazyce. První část práce si klade za cíl zmapovat záměry CLILu v evropském kontextu (zejména snahy a cíle definované Evropskou komisí) a jeho současný stav v českém školství. Práce rovněž zvažuje zásady a principy samotného přístupu, které jsou neméně důležité. Druhá část se bude věnovat rozborům dostupných materiálů určených pro hodinu CLILu a materiálů pro výuku jazyků obecně. Závěrečná a praktická část propojuje obě předchozí teoretické části a na základě principů vytváření materiálů pro jazykovou výuku i v souladu s principy CLIL se autorka pokusí vytvořit pracovní listy využitelné v rámci hodin vedených zmíněnou metodou a následně je podle těchto zmíněných hledisek analyzovat.

Abstract

Although the term CLIL standing for Content and Language Integrated Learning appeared as early as in 1994, and the European Union recognized it very quickly as a prospective and effective way of learning and teaching languages, it seems neither to have been used extensively within the Czech education system, nor there appears to be a general awareness of the method. However, this approach represents a great opportunity for creating more authentic environment within language classrooms and simultaneously teaching and learning a content subject. When speaking of CLIL, several factors must be considered, such as its objectives, principles, methodology, discourse and materials, furthermore we have to take into account the criteria for designing and analysing material for language teaching (of course also in the view of the chosen content subject principles and objectives). In order to raise the awareness of CLIL as an effective approach to language and subject content teaching and to partly supply the lack of CLIL-focused materials, this thesis aims to take into account all the factors and present and analyse them in logical sequences, so finally an effective piece of material usable in CLIL classes could be created and subsequently analysed and evaluated. The present thesis is divided into three parts and aims to interconnect CLIL and the process of analysing and creating teaching materials. Namely, this thesis focuses on teaching English through History as a specific example of the application of CLIL approach. The first part of this paper aims to examine the objectives of CLIL in European context (namely the endeavour and aims of the European Commission) and its current position within the Czech education system. This work also considers the principles of CLIL and its system, which are also important in order to achieve the objectives of this thesis. In the second part, the author aims to analyse some of the available materials determined for CLIL classes and the process of material development in general. Consequently, based on the two previous theoretical parts, the final empirical section of the thesis endeavours to apply the analysed principles to the development of an example material in accordance with CLIL method. The author's final objective is to create and present worksheets that would be subsequently analysed, and which would be utilizable in CLIL classrooms.

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Abbreviations

CLIL Content and Language Integrated Learning

CBI Content-Based Instruction

4 Cs The four main principles of CLIL including *Content, Communication, Cognition and Culture*

CEFR Common European Framework of Reference for Languages

3Ls The three categories of language CLIL classes should focus on – *the language of learning, language for learning and language through learning*

L1 Language one (i.e. the person's first language)

L2 Language two (i.e. the person's second language, the language he/she learns)

WSH Worksheet

1. Introduction

1.1 What is CLIL

CLIL stands for an approach in language teaching whose objective, besides others, is to establish a more natural environment for language learning and thus enhance people's language proficiency. CLIL represents an alternative to traditional approaches in (not only) language teaching since it reacts to the development of education in the 21st century in which synergy of different subjects, but also different skills and abilities should have its place. Let me use the definition of Do Coyle, Philip Hood and David Marsh to define CLIL:

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.¹

Since its implementation in the 1990s, it has been used as a method in many countries including the Czech Republic. Nevertheless, despite all its alleged advantages and benefits, CLIL or teaching content subjects in a language different from the mother tongue, does not seem to be so widespread within Czech schools, the exceptions may be the institutions with bilingual programmes or those which claim to concentrate on more intensive language education. CLIL seems to be an ideal complement of traditional language and content subject classes especially in grammar schools (due to their focus on further university education), but when well-approached, it may be a good choice for primary and other secondary schools as well. However, there have been several obstacles that hamper this approach to become the reality of every school. It is necessary to mention this, since CLIL was meant to represent one of ambitious methods which should have contributed, to a great extent, to fulfil the aims, mainly, of the language policy of the European Union and its organizations.²

Although these problems are referred to further in this paper, some assets and disadvantages of this method may be mentioned at this stage. Drawing on Šmídová, Tereza et al., *CLIL ve výuce. Jak zapojit cizí jazyky do vyučování*³ we can summarize some advantages and possible risks of CLIL. The advantages include: higher requirements on cognitive processes which are rarely involved in the curricula of language education; effective development of

¹ Coyle, Do, Hood, Philip and Marsh, David, *CLIL. Content and Language Integrated Learning*, Cambridge: CUP, 2010, p. 1.

² This issue is discussed in Chapter 2, The European Union's Policy on Multilingualism.

³ Šmídová, Tereza et al., *CLIL ve výuce. Jak zapojit cizí jazyky do vyučování*, Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání, 2012, p. 11.

communication skills and compensation strategies in language learning; working with real content and data which students can use practically; increasing the opportunity to find employment at the (domestic) market (or financial markets abroad); preparation for further (university) studies; broadening intercultural competencies; broadening teacher's qualification and expertise. In contrast, the risks involve: learners' inability to use the language competencies in a content subject; a lack of sufficient learning and teaching materials and ways of evaluation; insufficiently informed school management and unorganized implementation of CLIL; the reluctance of the teachers to be part of the "CLIL team"; time-consuming lesson planning and preparation; insufficient language or content-subject qualifications of the teachers.

The project Eurydice which aimed at mapping the situation of CLIL at European Schools identified the main factors inhibiting the general implementation of CLIL which included a shortage of appropriately qualified teachers, a lack of appropriate teaching materials, sometimes restrictive registration and high costs (reported, for example, by the Czech Republic).⁴

The organisation of CLIL type provision in foreign target languages makes demands that go well beyond those associated with traditional language teaching. It requires the use of human resources (specialist teachers) and suitable teaching materials to a significantly greater extent than conventional school language teaching. Given that CLIL is a relatively recent practice in Europe, it is not surprising to note that over half of the countries concerned confront problems when the time comes to extend this kind of provision – or in some cases introduce it – on a general basis to the entire school population. [...] Depending on the country concerned, arranging for provision that combines the practical use of languages with learning the content of school subjects can give rise to various kinds of difficulty. The main problems identified in the national contributions relate to human resources, legislation, material and financial aspects and, finally, considerations linked to teaching.⁵

Teachers usually work with books and sources which may help them overcome inhibition. The majority of teachers consider a textbook to be something they can rely on rather than a straitjacket. There is, however, a lack of books for CLIL classes. Regarding the topics, they are not all comprehensive and, generally, they are not widely extended. Owing to this fact, CLIL classes are more demanding and require more detailed, thorough and time-consuming preparation for teachers. Another problem might be the lack of interest of the institutions, not enough motivation, workshops and seminars for teachers. As I have mentioned above, neither

⁴ European Commission, *Content and Language Integrated Learning (CLIL) at School in Europe*, Eurydice, 2006, p. 51.

⁵ Ibid.

is CLIL in general awareness of the people, nor it is usually involved in the syllabi of teacher training courses.

The emphasis put on CLIL is the merit of the European Union which has undertaken some important steps towards the implementation and development of a successful language policy involving for instance European Framework of Reference or the promotion of bilingual education. The interest in methods concerning bilingual education began to increase at the beginning of the 1990s, and it can be said that the Council of Europe has been focused on the support of spreading such language awareness and development since 1992. It was two years later when the term CLIL originated. This approach has been further elaborated as there has been the need to create the theoretical base and involve CLIL into the language education planning and research programmes.

1.2 The Aims of the Thesis

As a double-subject university student and a former comprehensive grammar school alumnus, I firstly encountered CLIL approach during my master's programme studies. Of course, people including me, are aware of the fact that at some schools, pupils are taught content subjects, namely the main subjects such as Biology, History, Geography or Mathematics in L2, however, they are not usually very well-aware of the name of this method, much less its principles, "rules", and objectives. With a hindsight, I would have appreciated having experience with CLIL classes, both as a pupil and a university student. There lies the motivation behind this thesis. As I, partly due to my double-subject focus, find CLIL a very creative, motivating and engaging method not only for language learning, the main aim of this paper is to raise awareness of how CLIL works. Based on an analysis and synthesis of literature considering CLIL and the theory of the development of language teaching materials, this thesis aims to develop such materials using CLIL pedagogy and integrating History as the content subject and English as L2. Moreover, its goal is to suggest some ways of using CLIL empirically and effectively within education, so it enhances both language and subject-content learning. The materials created are presented in its empirical part and should stand for a model of CLIL materials development and contribute to reducing the shortage of such materials.

Some concerns about CLIL are believed to be interconnected, therefore the objective to suggest some ways of approaching CLIL in materials development may reduce other risks apart from the shortage of materials. For instance, the reluctance of the teachers to participate in CLIL, time-consuming lesson planning or even insufficient qualification of the teachers in one

or another subject.⁶ In fact, materials are usually perceived as an “anchor” of certainty or a guideline. Their existence may, to a certain extent, contribute to reduce the concerns related to CLIL approach.

1.3 The target group and the idea of CLIL classes

As it has been suggested, the idea behind content and language integrated approaches is to introduce a form of teaching which would develop and enhance more than just the learner’s language competences but, on the other hand, would see this as one of its main objectives. The advantages comprise subconscious learning which has also been compared to acquisition. This idea has also been supported by some theories, for example, Krashen’s Acquisition-Learning hypothesis as part of his second language acquisition theory. On the other hand, by endeavouring to raise the awareness of CLIL’s potential as a possible way of engaging students with learning, I do not mean to see CLIL as the only method that should be used, let alone replace language art classes. Rather, it should be seen as a way of developing language skills through specific content and as a complement of language as well as content subject, which, moreover, puts emphasis on critical thinking, takes different shapes and opens different possibilities of learning and thinking within education. That is also because content and language integrated education tends to be, quite logically, more lexically oriented and because the form-focused approach emphasising the acquisition of grammatical, lexical and phonological forms is not put to the forefront.⁷

As it will be specified in the following chapters, significant emphasis is going to be put on text as the gist of each topic, the main source of language, model of language output and the main input for discussions. Such approach, in order to keep its motivation-trigger attribute, would require learners who can interact with a degree of fluency (which is also one of CLIL’s objectives) and who can produce clear texts on a range of topics, are able to argue, give explanations and support their arguments and opinions. Such characteristic reflects an “ideal class”, but these “requirements” subsequently represent the objectives of CLIL as well as the

⁶ Although most teachers in Czech schools teach two different subjects, unfortunately this does not mean that content subject teachers are also qualified to teach foreign languages which demand different teaching approaches and especially the knowledge of technical vocabulary. And even those who are, will find teaching a content subject in a foreign language different from teaching “plain” language classes, in which a coursebook usually represents the lesson’s framework. On the other hand, it is not a condition in CLIL pedagogy that a teacher of a content subject must be simultaneously a language teacher, though it has its advantages. In such cases, however, teaching using CLIL approach may induce inhibition for many teachers, be it a teacher of a content subject or of an L2.

⁷ Lyster, Roy, *Learning and Teaching Languages through Content. A Counterbalanced Approach*, Amsterdam: John Benjamin’s Publishing, 2007, p. 58.

final worksheets. To ensure comprehension, the resulting worksheets are going to be developed predominantly with B2+ (before adjustment rather C1) learners in mind. On the other hand, B1 is the minimal level students are supposed to achieve at the point of leaving secondary schools, since it was determined as the output level tested in the final school exam, comprehensively. Due to this reason, I also suggest some ways of simplifying the worksheets in order to produce and modify materials also for lower levels. Nevertheless, students of (some secondary and) grammar schools often reach higher levels up to C1/C2 during their studies. Upper-Intermediate level seems to be a good starting point for such lessons, as I think students should be confident and prepared for this kind of education. Needless to say, that CLIL should be integrable into the curricula determined for lower levels as well, possibly to a lesser extent and with some kind of adaptation of the materials. I believe that CLIL is in one form or another a good tool for any level, however, as much as the scope of this paper limits itself to the development of worksheets (and not a whole textbook), it also designs them for specific levels in mind. Moreover, due to its focus on the academic language and communication skills, the students of grammar schools planning to study at universities are ideal target group. This approach ensures a lot of challenging input (which, of course, may be modified and simplified) which may provide a good way of an even faster advancement the student at these levels usually require. This method and the designed worksheet may stand for a tool to engage the students (usually of grammar schools)⁸ who have already acquired high language proficiency and their teachers seek for some effective and thought-provoking activities in which they can learn to use the language effectively as well as improve their cognitive, communicative and language skills as well as knowledge.

Ian McGrath states some criteria that should be considered when creating language teaching materials.⁹ Besides proficiency level, which has been just described, they are comprised of approximate age range, occupation, reasons for studying the target language, academic and educational level or first language. Rather than age range, the target group these worksheets are intended for, are secondary-school students (involving possibly the students of first grades of eight-year grammar schools). The other factors will be omitted, as they would require familiarity with the students, their needs, interests and preferences. Some of them

⁸ In Germany, for example, this method is extended especially in grammar schools: “*Despite the presence of CLIL programmes in other types of schools, the Gymnasium still prevails in German CLIL today. This is unsurprising given that it is the type of school attended by the students with the highest perceived level of cognitive capacities.*” in: Möller, Verena, *Language Acquisition in CLIL and non-CLIL Settings. Learner corpus and experimental evidence on passive constructions*, Amsterdam: John Benjamins Publishing Company, 2017, p. 16.

⁹ McGrath, Ian, *Materials Evaluation and Design for Language Teaching*, Edinburgh: EUP, 2002, p. 17–39.

cannot even be considered, because they do not fit the age range of secondary-school students, such as occupation or reasons for studying.

When synthesizing and summarizing books and studies which deal with the theory of teaching materials development, one needs to examine not only the theory of its development in general, but also make it tailored to appropriate didactic approaches. Furthermore, when talking about language teaching, material developers need to predetermine how individual skills, i.e. speaking, writing, vocabulary, listening and grammar are going to be treated and presented; in other words, how we expect the learners to acquire them. This thesis is delineated by CLIL, which as an approach, could be rubbed around every subject, but we can connect it with some other methods and approaches in language teaching. Likewise, for the same reason, didactic approaches in History teaching have been defined.

1.4 The Structure of the Thesis

The first part of this thesis aims to map the needs to implement and support bilingual education which resulted, among others, in CLIL and its research within European Union's language policy, as well as its implementation, research and its state in the Czech Republic. The objective is not to describe the history of CLIL, but to set it into the context of this thesis, so the other chapters can draw on this theoretical base as well as on CLIL's concept successfully in order to use it efficiently in the creation of the materials in the final part.

Therefore, it is necessary that the second chapter (after the Introduction) also considers what CLIL approach really represents and what an efficient CLIL class shall consist of. Namely, this chapter is going to summarize the findings and research in this field so far and summarize CLIL's main objectives including the 4Cs framework, critical thinking, scaffolding, or the focus on language development (3Ls). Only after all these principles and objectives of CLIL in the context of European culture have been presented, the next chapter can proceed to a general analysis of the development of materials for language teaching and define some other approaches of both English and History teaching.

CLIL is not purely a language teaching method, nor does it concern only the content subject. For example, we cannot define any lesson in which a teacher describes a historical period in English (when English is L2) as an application of CLIL approach. In a CLIL lesson, we need to take into account: the communication and cooperation between the learners and therefore adjust the tasks, so they be learner-oriented; we have to determine whether there are any cultural lessons or aspects involved, and focus on the cognitive processes the tasks develop;

the way it may contribute to the learner's further studies (the focus on academic language); what language the learners will need to use: to describe what they are doing, to talk to their peers and express their opinions and the language they (also subconsciously) elicit, acquire, learn and develop. Moreover, we have to provide them with some means of making these tasks easier, such as glossaries or other types of scaffolding. Due to these criteria, a lecture on a given topic in L2 without considering and including these factors does not use CLIL method.

With respect to the salience of the content subject in CLIL (since it is also identified as the starting point and determinant in CLIL), in theoretical part, I have also defined some approaches in History teaching. While CLIL has its principles, it does not determine successful teaching methods in the individual integrated subjects. The content subject is going to determine the topic, partly discourse and style, technical vocabulary, and, to some extent, also the grammar which should subsequently succumb to linguistically oriented analyses and tasks. What is, however, important is the persisting interconnection between the subjects. A successful dealing with a lesson includes content, language and thinking processes managing.

Chapter three deals with some approaches in History teaching promoted by some historians and didacts. They include the use of audio-visual materials and film. Moreover, they promote the application of multiple perspectives and whereby providing the learners with different views on historical events as they were experienced or interpreted by different participants. Moreover, I decided to include the use of authentic texts (primary and secondary sources) which complies with the approaches also seen as appropriate by language didacts. In fact, as I will argue later, the use of authentic texts became the key of each designed worksheet and a way of approaching the integration of the given subjects.

In Chapter four, I deal with some more general aspects about materials development and briefly analyse one unit of the textbook *Past Simple* which uses CLIL approach and also integrates History as the content and English as the target language.

Chapter five defines some other approaches in language education that comply with CLIL principles and are also naturally combinable with the needs and requirements of the content subject. This chapter also outlines the framework of materials development adjusted to the empirical part of this paper.

The empirical part (Chapters 6, 7, 8 and 9) is divided into four parts corresponding to the individual worksheets. There are three worksheets, each of them focuses on a different period from the 20th century and slightly different in its form. The objectives of individual sheets, suggestion for further materials and instructions for the tasks are part of enclosed

teacher's instructions. These also endeavour to analyse individual activities. However, the overall evaluation and analysis of the empirical part is the objective of the last part (Chapter 9). The aim is to conclude the principles of CLIL and other given approaches and the ways of how they are reflected in the worksheets as well as describe the methodology.

History has been chosen as the content subject for several reasons. Firstly, due to my specialization and interest in this subject both as a study course as well as one of the main subjects in the secondary sector of Czech education system. Secondly, History perfectly complies with the philosophy of CLIL, as it connects the culture and language. Topics from the national and world's history enable to promote authenticity within the CLIL classes, as students have the chance to talk about real situations, personalities, events and problems. Contrary to, for example, Mathematics (at secondary schools), there are great opportunities for discussions, the expression of personal views and opinions which all develop critical thinking. The main goal of History teaching and learning should be precisely this, critical thinking which can be exposed and enhanced especially while practising writing and speaking skills at the same time and thinking over the sources. It would appear that in the Czech Republic the popularity and interest in history is on the increase. It has been a widely discussed topic and also thanks to this, it can be ranked among subjects where a great variety of authentic materials can be used, such as authentic videos, documentaries, films, popular books, podcasts, reference books, articles, visits of contemporary witnesses, educational excursions as well as coursebooks. Moreover, history often represents a common topic of international communications, and to a wide extent, history influences the mentality, habits and culture of individual nations. And finally, some historians would argue that History is tales, and they have also their place within language teaching.

1.5 Literature Sources

The sources used in the theoretical part of this thesis can be divided into four categories. The first one deals with official documents on language education planning, policy and design. Second category concerns CLIL pedagogy. Third one includes the content subject and therefore sources dealing with the pedagogy of History. The final category involves the research conducted in and biographies related to the development of materials for language teaching.

The first category is elaborated on in the following chapter. The concern that *“proficiency in languages helps to build up the feeling of being European with all its cultural*

wealth and diversity and of understanding between the citizens of Europe”¹⁰ appeared as early as in 1995 in the *White Paper on Education and Training* which, even though not using the term CLIL yet, suggests the potential benefits of learning a subject “*in the first foreign language learned*”¹¹ at secondary schools. Other documents of European Commission where CLIL appeared, include the *Action Plan* released in 2004;¹² its development is mapped in the *CLIL Matrix: European CLIL Milestones* (2007)¹³ or a paper studying where and how is CLIL applied in the classrooms. In 2014, the European Commission released the results of a research conducted in the fields of CLIL and Computer Assisted Learning aiming to improve their effectiveness.¹⁴ In the Czech Republic, the documents considering language policy include, for example, *The Instructions of the Ministry of Education, Youth and Sports considering the process when allowing some subjects to be taught in a foreign language* (*Pokyn ministra školství, mládeže a tělovýchovy k postupu při povolování výuky některých předmětů v cizím jazyce*, 2008),¹⁵ *National Plan for Foreign Languages Teaching* (*Národní plán výuky cizích jazyků*, 2008)¹⁶ and some documents released by the *National Institute for Education* (*Výzkumný ústav pedagogický*, 2008).

With respect to second category, one of the best biographies dealing with CLIL which also became the main theoretical basis for this paper is the one by Do Coyle et al. *CLIL. Content and Language Integrated Learning*.¹⁷ In the book, the authors focus on CLIL as a theoretical concept and define the method, but they also deal with the transformation of the theory into practice also treating the topic of creating and evaluating CLIL materials or assessment issues in CLIL. This biography therefore presents a crucial source providing, firstly, the basic overview of the topic, secondly, a more detailed reference source covering the main theoretical and practical aspects of CLIL. David Marsh, one of the co-authors of this book, who is also responsible for coining the acronym CLIL, is also considered one of the experts on CLIL. Christiane Dalton-Puffer described a CLIL classroom as a discourse space in her book

¹⁰ European Commission. (1995). *White Paper on Education and Training. Teaching and Learning Towards the Learning Society*, pg. 44. <<https://publications.europa.eu/en/publication-detail/-/publication/d0a8aa7a-5311-4eee-904c-98fa541108d8/language-en>>

¹¹ Ibid.

¹² European Commission. (2004). *Promoting Language Learning and Linguistic Diversity: Action Plan 2004–2006*. <http://www.saaic.sk/eu-label/doc/2004-06_en.pdf>

¹³ *CLIL Matrix: European CLIL Milestone*. (2007). <https://archive.ecml.at/mtp2/CLILmatrix/EN/CLIL_milestones_EN.htm>

¹⁴ European Commission. (2014). *Improving the effectiveness of language learning: CLIL and computer assisted language learning*. <http://ec.europa.eu/assets/eac/languages/library/studies/clil-call_en.pdf>

¹⁵ <<http://www.msmt.cz/vzdelavani/stredni-vzdelavani/pokyn-ministra-skolstvi-mladeze-a-telovychovy-k-postupu-pri>>

¹⁶ <http://www.syka.cz/files/narodni_plan_vyuky_ciz_jaz.pdf>

¹⁷ Coyle, Do, Hood, P. and Marsh, D., *CLIL. Content and Language Integrated Learning*, Cambridge: CUP, 2010.

Discourse in Content and Language Integrated Learning.¹⁸ Other sources dealing with CLIL include many handbooks for schools and teachers written also in Czech including, for example, *CLIL – inovativní přístup nejen k výuce cizích jazyků*¹⁹, *CLIL ve výuce. Jak zapojit cizí jazyky do vyučování*²⁰, *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*.²¹

For the approaches to History teaching and useful materials, this paper refers mainly to multiperspectivity defined by Peter Stradling in the handbook *Multiperspectivity in history teaching: a guide for teachers*²²; film as “an ally” in explaining historical reality is explicated in the book *Dějiny ve filmu. Film ve výuce dějepisu* by Kamil Činátl and Jaroslav Pinkas.²³

When dealing with the development of materials for language teaching, the prominent names in this field include predominantly Brian Tomlinson and Ian McGrath.²⁴ Tomlinson is editor and co-author of many biographies dealing with the theory of materials development.²⁵

1.6 Methodology

Based on relevant sources, the determined (content subject and language) teaching approaches and CLIL’s principles in the theoretical part, I designed three worksheets along with teacher’s instructions which are analysed in the final part of the thesis. The teacher’s notes themselves stand for a form of the worksheets’ analysis. The empirical part should serve as a handbook raising the awareness of CLIL as a pedagogy integrating L2 and a content subject and as one of the possible ways of approaching the method.

¹⁸ Dalton-Puffer, Christiane, *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*, Amsterdam: John Benjamins Publishing Company, 2007.

¹⁹ Benešová, Barbora, Vallin, Petra, *CLIL – inovativní přístup nejen k výuce cizích jazyků*, Univerzita Karlova v Praze, Pedagogická fakulta, 2015.

²⁰ Šmídová, Tereza et al., *CLIL ve výuce. Jak zapojit cizí jazyky do vyučování*, Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání, 2012.

²¹ Meehisto, Peeter, Marsh, David and Frigols, Maria Jesús, *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*, Oxford: Macmillan Books, 2008.

²² Stradling, Robert, *Multiperspectivity in history teaching: a guide for teachers*, Council of Europe, Germany, 2003.

²³ Činátl, Kamil, Pinkas, Jaroslav et al. *Dějiny ve filmu. Film ve výuce dějepisu*, Praha: Ústav pro studium totalitních režimů, 2014.

²⁴ McGrath, Ian, *Materials Evaluation and Design for Language Teaching*, Edinburgh: EUP, 2002.

²⁵ For example: Tomlinson, Brian (ed.), *Developing Materials for Language Teaching*, Second Edition, London: Bloomsbury, 2013; Tomlinson, Brian (ed.), *Materials Development in Language Teaching*, Cambridge: CUP, 2010; Tomlinson, Brian, “Materials development for language learning and teaching”, *Language Teaching: Surveys and Studies*, Vol. 45, No. 2 (2012), pp. 143–179; Tomlinson, Brian, “Text-Driven Approaches to Task-Based Language Teaching”, in: *Folio*, Vol. 18, No. 2 (2018), pp. 4–7; Tomlinson, Brian, *Principles and procedures of materials development*, in: Harwood, Nigel (ed.), *Materials in ELT: Theory and Practice*, Cambridge: Cambridge University Press, 2010; Tomlinson, Brian and Masuhara, Hitomi (eds.), *Research for Materials Development in Language Learning. Evidence for Best Practice*, New York: Continuum, 2010.

Regarding the framework of the materials development, which is further elaborated on in Chapter 5.4, identification, exploration, contextual realization, pedagogical realization and physical production were defined as consecutive steps. The identification of an issue corresponds to the motivation for writing the thesis and its aims. From the factors that may hamper a successful implementation of CLIL, this paper focuses on the shortage of material which it aims to reduce and by doing this, draw attention to CLIL and suggest a possible manual for materials development. Exploration process corresponds to the selection of suitable methods supported by relevant theoretical concepts. In contextual realizations, some more cultural aspects were considered. Pedagogical realization should define aims and objectives of individual activities and tasks which are included in the designed teacher's notes and some also in the final analysis. The created worksheets with all the audio-visual materials are then the results of the physical production.

2. CLIL in Europe and the Czech Republic

2.1 The European Union's Policy on Multilingualism

CLIL has its model mainly in Canada, the USA and the United Kingdom,²⁶ but it grew out of the incentives of a European movement starting in the 1990s.²⁷ The European Union deems multilingualism as one of the ways of realizing, sharing and developing a common European identity. According to *A New Framework Strategy for Multilingualism*, European Union is found on *unity*, but *unity of diversity*, including also the diversity of languages.²⁸ This document also refers back to the resolution of the European Council in Barcelona from 2002, which called for “*at least two foreign languages to be taught from a very early age.*”²⁹ Similarly, the fact that European citizens should be proficient at two foreign languages was specified in the *White Paper on Education and Learning* released in the same year.³⁰

When it comes to the legislation concerning CLIL, to one of the first documents on language learning innovative methods belongs the 1995 *Resolution of the Council*, mentioning CLIL indirectly as one of the means of “*promoting innovative methods in schools and universities, teaching of classes in a foreign language for disciplines other than languages.*”³¹ Besides this, it also takes into account the education and training of language as well as non-language teachers.³² Actually, these objectives, namely educating Europeans proficient at (at least) two foreign languages in addition to their mother tongue, are mentioned across all the modern documents relating to language learning enforcement and enhancement within European language policy.

Needless to say, that CLIL is not the only strategy of European organs, but one of the “hierarchical” steps towards the process of efficient and successful language acquisition and learning. In the introduction, I have also mentioned the *European Framework of Reference* providing common criteria and definitions followed and referred to by institutions, individuals and organizations worldwide. CLIL represents a stage preceding potential opportunities for

²⁶ Pokrivčáková, Silvia et al., *CLIL in Foreign Language Education: e-textbook for foreign language teachers*, Nitra: Constantine the Philosopher University, 2015, p. 7.

²⁷ Benešová, Barbora, Vallin, Petra, *CLIL – inovativní přístup nejen k výuce cizích jazyků*, Univerzita Karlova v Praze, Pedagogická fakulta, 2015, p. 33–36.

²⁸ Commission of the European Communities, *A New Framework Strategy for Multilingualism*, Brussels, 2005, p. 2.

²⁹ Ibid.

³⁰ White Paper on Education and Learning, EC, 2005.

³¹ Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union, Official Journal C 207 of 12.08.1995, p. 3.

<<https://publications.europa.eu/en/publication-detail/-/publication/2f401f44-afaa-424c-a85e-cbf8ee3cb251>>

³² Ibid.

(university) studying in foreign languages. Unlike Erasmus associated with university education, CLIL is intended to prepare pupils and students for further studies at foreign universities and jobs at European or world market when being educated at primary and secondary schools.

Let us consider the alleged benefits seen in CLIL. Firstly, curricula of individual European countries attach the importance of CLIL to the so-called socio-economic benefits. These include predominantly the preparation of students to life in internationalised societies, whereby they can become more successful at contemporary labour market.³³ Secondly, there appear socio-cultural objectives that cover the necessity for respect and tolerance of other cultures, societies, and their values. Thirdly, linguistic objectives emphasise the use of language for real and practical purposes which naturally encourages students' motivation. Finally, CLIL is seemed to trigger motivation through educational objectives which interconnect the subject matter and an innovative approach.³⁴ Although the origins of CLIL are based on practical reasons and benefits for the states of the union, CLIL must be regarded especially as a useful method in pedagogy, as San Isidro argues: *"Although CLIL originated as a means to improve European citizens' competence in foreign languages, multilingual programs around Europe are now recognizable as pedagogical practices that include translanguaging, curriculum integration, and the use of meaningful tasks and projects."*³⁵

In order to improve language learning outcomes, the European Commission initiated a conducted comparative analysis. Consequently, they published a report suggesting some *"methods speeding up the language learning."*³⁶ One of the possible solutions was CLIL. This appeared as a reaction to the dissatisfaction with the fact that *"the competence level of European students continues to be below expectations."*³⁷ These visions and plans for effective language teaching shared by European peoples are summarized in the *Action Plan 2004–2006* titled *Promoting Language Learning and Linguistic Diversity*. The document defined some reasons why CLIL, as a method, had a great potential to contribute to language learning. These included, for example: the opportunity to use the language at the time of speaking in contrast to some phrases and expressions that are taught to be used "sometime later"; CLIL as an alternative to

³³ European Commission, Content and Language Integrated Learning (CLIL) at Schools in Europe, Eurydice, Brussels, 2006. < http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf>

³⁴ Ibid.

³⁵ San Isidro, Xabier, "Innovations and Challenges in CLIL Implementation in Europe", *Theory into Practice*, Vol. 57, No. 3 (2018), p. 186.

³⁶ *Improving the effectiveness of language learning: CLIL and computer assisted language learning*, A report submitted by ICF, 25 June 2014, p. 1 <https://ec.europa.eu/education/sites/education/files/document-library-docs/working-group-report-clil-language-learning_en.pdf>

³⁷ Ibid.

general education; the fact that students are exposed to the language without “consuming” the time from the curricula; and finally, it helps the student build self-confidence.³⁸ The goal of the aforementioned *Action Plan* is not to define CLIL’s principles or its history, but it tries to map the situation of language learning across European states. Therefore, at the beginning of the report, it is stated that: “*The fact that a CLIL-based approach to learning is part of mainstream school provision does not mean that it is widespread. The situation in Luxembourg and Malta is most unusual in that these are the only countries in which CLIL type provision exists in all schools on a general basis. Elsewhere, it is apparently offered to only a minority of pupils and in just a few schools, mainly where it is part of organised provision in a target foreign language.*”³⁹ This paragraph implies that at the time of the research, CLIL was not so widespread despite the endeavours of the European Union to enhance the linguistic competences of European citizens.

The comparison with Malta and Luxembourg offers itself quite logically, because these countries, besides Canada, Finland or Belgium, belong to places where the first type of CLIL called *immersion* evolved naturally as a reaction to the needs of their inhabitants. Altogether, we can distinguish three types of CLIL. In the case of *immersion*, the language used as the medium of instruction is mostly the other official language of the country. It is also good to mention that according to another report,⁴⁰ the aforementioned countries belong to those where CLIL has been applied and used for the longest period and has been usually very successful. Naturally, the cultural needs to implement two languages to school education on a daily basis are different from those of some other countries such as the Czech Republic.⁴¹ Second type of CLIL, also called *submersion*, is comprised of cultural and language education of migrant and minorities.⁴² Finally, the last type of CLIL, which this thesis also occupies with, is applied in

³⁸ ‘Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006’, Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions of 24.07.2003, COM (2003) 449 final, p. 20; “Classrooms form the major, often the only, context in which learners have opportunities to use the target language. As a consequence, CLIL increases the opportunities for language learning and practice without increasing the curriculum time and specialist language teacher time allocated to language learning.” in: *Improving the effectiveness of language learning: CLIL and computer assisted language learning*, A report submitted by ICF, 25 June 2014, p. 3
<https://ec.europa.eu/education/sites/education/files/document-library-docs/working-group-report-clil-language-learning_en.pdf>

³⁹ European Commission, Content and Language Integrated Learning (CLIL) at School in Europe, Eurydice, 2006, p. 14.

⁴⁰ *Improving the effectiveness of language learning: CLIL and computer assisted language learning*, A report submitted by ICF, 25 June 2014, p. 3

⁴¹ In Canada, it appears as a natural need to use both English and French, In Finland people use Finnish and Swedish as the other official language; and according to the report submitted by ICF, in Luxembourg, there is the largest number of bilinguals. Ibid.

⁴² *Improving the effectiveness of language learning: CLIL and computer assisted language learning*, A report submitted by ICF, 25 June 2014, p. 3

the Czech Republic. It stands for an educational approach which teaches content through language and leads to both – “*learning a content subject through the medium of a foreign language and learning a foreign language through studying a content-based subject.*”⁴³ CLIL lessons can put more emphasis either on the content or the language. In such cases, we distinguish *hard CLIL*, where teaching and learning is content-driven and the whole curriculum is planned to be taught in a foreign language. Hard CLIL is very often used by non-language teachers. On the other hand, lessons that are language-driven fall into the category of the so-called *soft CLIL*. Language teachers usually make use of this method due to its subject-based content which is actually subordinated to the language learning objectives.⁴⁴ A balanced form of CLIL labelled *mid* or *comfortable CLIL* sets dual-focused aims taking into account both, the content and the language. To counterbalance these individual objectives is one of the challenges that the process of designing CLIL materials involve.⁴⁵

To conclude, though the endeavours of European language policy prove a genuine interest in CLIL as a pedagogical method proposing learning of at least two foreign languages across European countries, it still does not seem to be so widespread and adopted within all European countries. As Xabier San Isidro argues in his study summarizing the state of research in CLIL until 2018, it “*has still a long way to go to become mainstream, and still relies excessively on students’ self-selection.*”⁴⁶ The aforementioned documents represent the majority of the most important plans concerning European language policy using CLIL. Nevertheless, it appears that in some countries it has been adopted more successfully than in the others. It relies on the initiatives of national policies on education to foster such aims in a more confident way. The main research on the implementation of CLIL was conducted by Eurydice in 2006, which has been stated in this chapter.⁴⁷ Even though we can find official documents and literature which deal with CLIL after 2006, they have not been so numerous within the last five years. This itself suggests that CLIL pedagogy needs to be more promoted.

⁴³ *Improving the effectiveness of language learning: CLIL and computer assisted language learning*. A report submitted by ICF, 25 June 2014, p. 3–4.

⁴⁴ Šmídová, Tereza et al., *CLIL ve výuce. Jak zapojit cizí jazyky do vyučování*, Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání, 2012, p. 8; Benešová, Barbora, Vallin, Petra, *CLIL – inovativní přístup nejen k výuce cizích jazyků*, Univerzita Karlova v Praze, Pedagogická fakulta, 2015, p. 21.

⁴⁵ Ó Ceallaigh, T.J. & Ní Mhurchú, Siobhán & Ní Chróinín, Déirdre, “Balancing content and language in CLIL, The experiences of teachers and learners”, *Journal of Immersion and Content-Based Language Education*, Vol. 5, No.1 (2017), p. 59–86.

⁴⁶ San Isidro, Xabier, p. 188.

⁴⁷ European Commission, *Content and Language Integrated Learning (CLIL) at School in Europe*, Eurydice, 2006.

2.2 Research and Projects Conducted in the Czech Republic

One of the institutions that came with the initiative to organize methodological seminars on CLIL in the Czech Republic, was *The National Institute for Further Education* (NIDV).⁴⁸ In cooperation with *The Research Institute of Education* (VÚP)⁴⁹ and the organization *AMATE*, NIDV organized a workshop for teachers of languages and other subjects taking place from January 2010 to May 2011.⁵⁰ It was intended for primary school teachers and teachers working at the first stages of grammar schools. As a result of this, NIDV published a methodological manual including, along with other subjects, also worksheets usable for History classes taught in English, German and French corresponding to individual grades at primary school or the first stage of eight-year grammar schools.⁵¹ Besides this, NIDV is also responsible for the project *Don't be afraid of CLIL* (*Nebojte se CLIL*), which, again, led to the publication of a compilation of materials, worksheets and activities taught in English. It dealt with all the main subjects such as Mathematics, Biology, Geography, History or Chemistry, and was intended for primary schools.⁵²

Furthermore, another institution which contributed to research within CLIL approach is the Department of English language and literature, the Faculty of Education at Masaryk University in Brno. The manual and materials they designed can be found under the name *CLIL to the classrooms* (*CLIL do škol*).⁵³ As this name itself suggests, the goal of this project was to implement CLIL approach, particularly teaching content subjects in English, in Czech schools and educational system in general. Some primary and grammar schools appeared among the cooperating schools. The project is dated back to the years 2009–2012, and the authors themselves clarified their motivation. Simply, despite having been a part of European language policy for many years at the time when the project started, the potential of CLIL had not been fully taken advantage of. Furthermore, in general, they saw the problem in inefficient and insufficient cooperation between individual university departments, which provided neither sufficient methodological, nor linguistic (subject specific terminology and language) training.⁵⁴ As a result, the department conducted this research, and in cooperation with some teachers, put

⁴⁸ Národní institut pro další vzdělávání

⁴⁹ Výzkumný pedagogický ústav

⁵⁰ <https://www.nidv.cz/projekty/archiv-projektu-esf/139-clil/303-podrobne-o-projektu>

⁵¹ <http://clil.nidv.cz/index.html>

⁵² *Nebojte se CLIL – Sborník projektu Cizí jazyky pro život*, NIDV.

< <https://www.nidv.cz/images/publications/publications/files/12%20Nebojte%20se%20CLIL.pdf> >

⁵³ <https://www.ped.muni.cz/clil/>

⁵⁴ Ústav anglického jazyka a literatury, Pedagogická fakulta Masarykovy univerzity, Brno, *Tvorba metodických materiálů a postupů pro zavádění výuky angličtiny formou CLIL do vyučovacích předmětů 2. stupně ZŠ a nižšího stupně víceletých gymnázií: CLIL do škol. Dějepis pro druhý stupeň ZŠ*, 2012
< <http://eldum.phil.muni.cz/mod/resource/view.php?id=3037> >

together technical dictionaries of individual subjects, which are available online with soundtracks approved by native speakers.

CLIL in the Classrooms. How to Integrate Foreign Languages into Education,⁵⁵ a manual compiled by the *National Institute for Education* (Národní ústav pro vzdělávání), stands for another source of useful methodological overview and lesson plan suggestions. The purpose of this publication was to increase and enhance linguistic competence of the pupils of primary and secondary schools.

The last thing I would like to mention is the coursebooks designed by the language school *Channel Crossing* in 2015.⁵⁶ These student books known under the name *Labyrinth*⁵⁷ focus primarily on pupils of the second grade of primary schools and first grades of grammar schools. Their offer covers subjects such as History, Civics, Maths, Biology or Geography interwoven with English or German language. However, the fact that they concentrate only on levels A1 and A2 may be seen as a disadvantage. Nevertheless, they can still stand for model materials and inspiration for materials development even for older and more proficient students.

This summary should represent an overview of the main projects funded and run by Czech educational institutions. The fact that they were mainly completed between 2010 and 2015 requires a comparison to European initiatives, as in both cases, there have been no crucial projects in progress recently. Besides some reasons already suggested, the nature of CLIL prevails, to some extent, innovative, which entails less extended implementation than we would welcome. Likely, the factors inhibiting this implementation may be identical with those reported by the project Eurydice which included the shortage of teaching staff, costs, complicated administration or the lack of materials.⁵⁸ The latter also relates to an issue suggested by Tomlinson.⁵⁹ It is the role of publishers who prefer funding and releasing the “middle-of-the-road textbooks” that, more or less, copy the same pattern and contribute to the learners’ concern that these materials are the best choice. In comparison with these “global textbooks”, any kind of departure from “traditional” textbook product development, including also CLIL materials, is not so welcome and therefore not really endorsed and produced.

⁵⁵ Šmídová, Tereza et al., *CLIL ve výuce. Jak zapojit cizí jazyky do vyučování*, Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání, 2012.

⁵⁶ <https://clil.openschool.cz>

⁵⁷ <http://www.ucebniceclil.cz/objednavka/index.php?catalog/all/-/name/1>

⁵⁸ Marsh, David, *Content and Language Integrated Learning (CLIL). A Development Trajectory*, University of Córdoba, 2012, p. 9.

⁵⁹ Tomlinson, Brian (ed.), *Developing Materials for Language Teaching*, Second Edition, London: Bloomsbury, 2013, p. 10.

2.3 Principles of CLIL

2.3.1 4 Cs

Do Coyle et al. distinguishes four “pillars” that are all integrated and represent values and principles of CLIL pedagogy.⁶⁰ First, they include *content* which does not require further explanation, although it is also seen as a *personalised learning*: “*content matter is not only about acquiring knowledge and skills, it is about the learners creating their own knowledge and understanding and developing skills.*”⁶¹ Second, *communication* standing for the output and necessary criteria for effective language use. It relies on the goal that “*language needs to be learned through communication.*”⁶² Third, *cognition* corresponding to the belief that this method develops critical thinking and cognitive skills. This also includes the ability to analyse linguistic demands of the content and cognition.⁶³ Finally, it is *culture* which reflects some of the intentions of the European Union, namely intercultural understanding and global citizenship as well as the link between language and cultural heritage.

These 4Cs will have particular importance with regard to materials creation and development, as individual ‘C’s’ could be perceived as building blocks which are comprised of several subpoints and questions teachers need to ask in order to plan successful lessons. They are therefore related to Bloom’s taxonomy and directly linked to lesson’s (content and language) objectives. As far as *content* is concerned, we have to deal with decisions such as *What will I teach?* or *What shall the students learn?*⁶⁴ Naturally, *communication*, in this case, can be equalled to the language used in the classrooms and the language the students learn and acquire through this communication. Questions clarifying language objectives therefore include: *What language do the pupils need to work with the content? Do they/I (as a teacher) need any special vocabulary? Is there any grammar that needs to be explained/clarified when dealing with a particular topic?*⁶⁵ Regarding the *thinking skills* or *cognition*, Do Coyle also specifies some example questions that help design a lesson with clear aims and structure. For instance: *What kind of questions must I ask in order to go beyond ‘display’ questions? Which tasks will I develop to encourage higher order thinking – what are the language (communication) as well as the content implications? Which thinking skills will we concentrate*

⁶⁰ Coyle, Do, Hood, P. and Marsh, D., *CLIL. Content and Language Integrated Learning*, Cambridge: CUP, 2010, p. 41–42.

⁶¹ *Improving the effectiveness of language learning: CLIL and computer assisted language learning*, A report submitted by ICF, 25 June 2014, p. 4.

⁶² Ibid.

⁶³ Ibid.

⁶⁴ Coyle, Do, *CLIL. Planning Tools for Teachers*, University of Nottingham, 2005.

< https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/coyle_clil_planningtool_kit.pdf >

⁶⁵ Ibid.

on which are appropriate for the content?⁶⁶ Finally, *culture's* aims correspond to pupils' motivation, their behaviour outside class and adoption of certain values. The desired achievements involve the development of intercultural communication skills, preparation for internationalism and increase of learners' motivation.⁶⁷

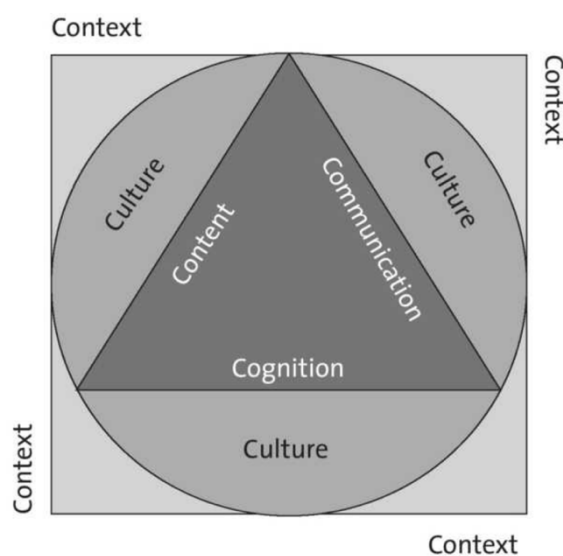


Figure one

2.3.2 “3Ls”

According to Coyle et al., language in CLIL pedagogy is considered in three categories and each should be considered when planning the lessons. Based on the terminology of ‘4Cs’, I call these categories of language ‘3Ls’. They are usually reflected in the definition of language objectives and include the *language of learning*, the *language for learning* and the *language through learning*.⁶⁸

“*Language of learning is any analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic.*”⁶⁹ How is this related to materials development? Materials should serve as a model for students and one of the main language inputs. It is the content and thereby also the reading tasks, exercises, language of instruction and all the other materials used that determine the selection of content specific vocabulary as well as they dictate grammar or vocabulary. As a result, grammar, for example, is not presented as comprehensively and to that extent as in language classes. What Doyle means by this is that language teachers should shift linguistic progression “*from a dependency on grammatical levels*

⁶⁶ Ibid.

⁶⁷ *Improving the effectiveness of language learning: CLIL and computer assisted language learning*. A report submitted by ICF, 25 June 2014, p. 3–4.

⁶⁸ Coyle, Do et al., 2003, p. 36–38; 60–63.

⁶⁹ Coyle, Do et al., 2003, p. 37.

of difficulty towards functional and notional levels of difficulty demanded by the content.”⁷⁰ To reach comprehension, students need to adopt language which enables them to describe what is happening (language of analysis) and the language of general comprehension (facts, information) necessary to approach the content subject. This involves understanding the text structure, grammar and vocabulary. Moreover, the teachers need to think about how the learners will use the language of learning (vocabulary, grammar matter, phrases) in order to learn.⁷¹ What is practiced by the learners as the language of learning, therefore, may be the aimed output which corresponds to the language through learning.

By *language for learning* we mean the kind of language necessary for communication in a foreign language environment. Teachers of CLIL ought to pay attention to the fact that students shall develop the skill to debate, describe, evaluate, express opinions etc., such as it is required from them during in-class activities, for example, pair work, enquiring, cooperative tasks etc.⁷² This also stands for an issue when developing teaching materials, even though it is probably more of a concern of the teacher and learners’ motivation, the materials can supply some props for it using scaffolding or some model exercises.

The final pillar, *language through learning*, is based on the principle that while students communicate with their teachers or their classmates, when they access content, think about it and work with texts or materials, in other words, when they are actively involved in language and thinking processes, they learn.⁷³ Similarly, this needs to be reflected in the kinds of tasks and input the learners are exposed to. Namely, the approaches to language learning and History teaching which will be mentioned in the following chapters, I believe, are in accordance with such theory.

⁷⁰ Ibid.

⁷¹ Coyle, Do et al., 2003, p. 61.

⁷² Ibid.

⁷³ Coyle, Do et al., 2003, p. 37–38.

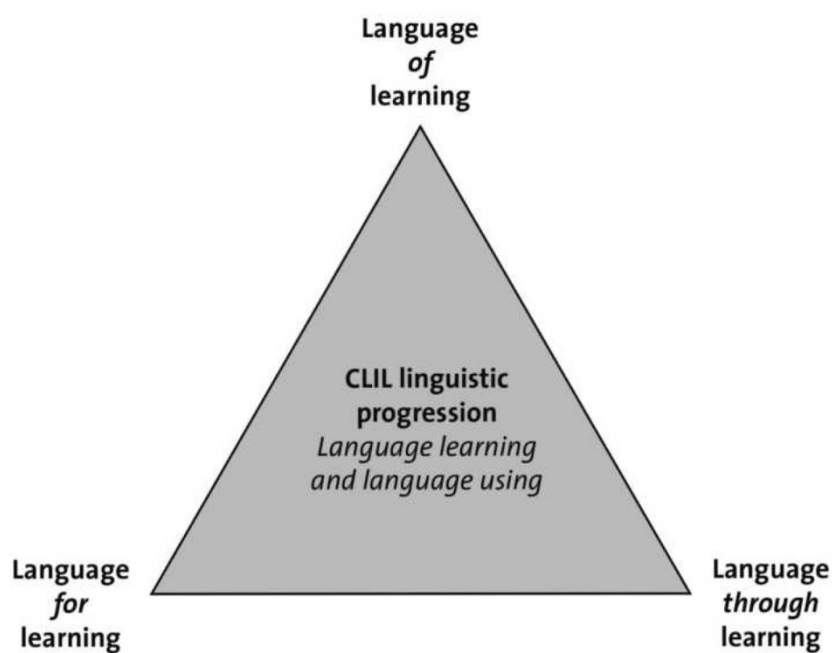


Figure two

2.3.3 Scaffolding

Although it is not a strategy restricted to CLIL approach, *scaffolding* is actually present in every language textbook. However, it is tightly bound to CLIL method and seen as one of its principles. Likely, this is determined by the fact that CLIL demands more thorough choice, preparation and sometimes also pre-teaching of the vocabulary needed. Moreover, being knowledgeable in a particular subject is more challenging than being familiar with General English (or any other language). Gibbons provides the following definition of the term: “*Scaffolding, however, is not simply another word for help. It is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future- oriented and aimed at increasing a learner’s autonomy.*”⁷⁴ To extend this definition, I would also emphasise the learning materials, which also stand for a method of scaffolding, or at least include elements of it in different kinds of exercises. Coursebooks provide vocabulary props, examples, they are accompanied by dictionaries or vocabulary definitions and explanations, as well as grammar theories.⁷⁵

⁷⁴ Gibbons, Pauline, *Scaffolding Language, Scaffolding Learning. Teaching English Language Learners in the Mainstream Classroom*, Portsmouth: Heinemann, 2015, p. 16.

⁷⁵ Meehisto, Peeter, Marsh, David and Frigols, Maria Jesús, *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*, Oxford: Macmillan Books, 2008, p. 138–154.

We can distinguish *immediate scaffolding* which is the support within the class arising spontaneously depending on pupils' needs. It is bound to the interactions between the teacher and the class and demands teacher's immediate reactions. In contrast, planned support, namely *planned* or *built-in scaffolding*, refers to the strategies and methodology teachers prepare in advance so they can be effectively used during the lesson. These are generally familiar methods appearing in all language coursebooks also known as *speaking frames*, *writing frames*, *grammar boxes* and others.⁷⁶

Benešová suggests some specific strategies falling into the category of scaffolding, such as the use of visualizations (pictures, photographs, schemes, tables, graphs or mind maps). All of them are well-employable in History classes. It is predominantly pictures and photographs which are being discussed by historians as representing suitable examples of primary sources. Another method, according to Benešová, is the *manipulation* or *demonstration*, yet a less suitable method for the integration of History and English. *Cooperation* is another example, which covers pair work or group collaboration, however, this is a method that should be employed in all subjects, above all in language classes.⁷⁷ Cooperative education stands for a well-known and promoted method in education in general.

With regard to scaffolding and teacher's assistance, what one might also find useful is *code switching* which refers to an alternating use of two languages within the same lesson. This strategy can prove beneficial when teachers work with less confident or proficient students.⁷⁸ In such cases, the native language might be used to conclude facts, clarify instructions or even translate some terms or brainstormed ideas. Coyle refers to this as *translanguaging* defined as "a systematic shift from one language to another for specific reasons"⁷⁹ and points out that

sometimes one language might be used for outlining and summarizing the main points, and the other for the remaining lesson functions. Alternatively, the two different languages may be used for specific types of activity. [...] The systematic switch between languages is based on a planned development of content, language and cognition, for example, some learners may use a textbook in the first language when doing homework in order to build confidence and check comprehension; other learners may ask for explanations from the teacher in a particular language; beginner CLIL learners may use their L1 to speak to the teacher when problem solving, but the CLIL teacher will answer questions and support learners in the vehicular language.⁸⁰

⁷⁶ Benešová, Barbora, Vallin, Petra, *CLIL – inovativní přístup nejen k výuce cizích jazyků*, Univerzita Karlova v Praze, Pedagogická fakulta, 2015, p. 91–94.

⁷⁷ Benešová, Barbora a Vallin, Petra, p. 94–111.

⁷⁸ Masih, John (ed.), *Learning through a Foreign Language: Models, Methods and Outcomes*, London: Grantham Book Services, 1999, p. 40.

⁷⁹ Coyle, Do et al., p. 16.

⁸⁰ Ibid.

2.3.4 How does CLIL differ from general language classrooms?

CLIL can be defined as a “double-faced” method. In the Czech environment, the Ministry of Education, Youth and Sports defines two ways of approaching it. Firstly, as a method of a non-linguistic subject taught in a foreign language. In such a case, the main objective of the lesson is to acquire new knowledge in the content subject, not in the target language. This definition expresses what is referred to as *hard CLIL*. On the other hand, *soft CLIL* corresponds to what can be perceived as a way of applying inter-subject relations: “*the teachers use students’ knowledge in the content subject to teach vocabulary, grammar and lexicon.*”⁸¹ The former corresponds to the beliefs of some authors that, during CLIL classes, students’ language should not be corrected, but the emphasis should be put on their fluency and critical thinking rather than on precision.⁸² Precisely this is what is meant by the natural environment created in the classrooms in contrast to the (often) artificially created situations and conversations of language classes. The main benefit of this method lies in the fact that such teaching triggers acquisition rather than cautious learning.⁸³ Indeed, this is, to a great extent, influenced by the real events and situations students discuss during the classes. The main advantage probably lies in the fact that the learning of the language could be described as subconscious at the moments when the student’s attention is focused on and shifted to the content.⁸⁴ A lot of research has already shown that CLIL enhances learners’ motivation and enthusiasm in the case of content as well as language learning.⁸⁵

As for the method, unlike the “pure” content classes, CLIL lessons also focus on the four skills: reading, writing, listening and speaking. This is an element they share with language learning. Moreover, CLIL learners usually perform well, especially, on reading comprehension, but also “*the assessment encompassing text reconstruction, listening comprehension, [...] grammatical proficiency, writing, and socio-pragmatic competency (i.e. linguistic consciousness and linguistic acting)*”⁸⁶ As opposed to language classes, however, some forms of CLIL do not require any particular language proficiency, skills or previous experience.⁸⁷

⁸¹ <http://www.msmt.cz/vzdelavani/zakladni-vzdelavani/content-and-language-integrated-learning-v-cr>

⁸² Šmídová, Tereza et al., *CLIL ve výuce. Jak zapojit cizí jazyky do vyučování*, p. 8.

⁸³ San Isidro, Xabier, p. 186; Coyle, Do et col., p. 10–13.

⁸⁴ San Isidro, Xabien, p. 187.

⁸⁵ Tejkalová, Lenka Výzkumy o přínosu CLIL, 2010 <<http://clanky.rvp.cz/clanek/o/z/9653/VYZKUMY-O-PRINOSU-CLIL.html/>>; Pavón, V., & Ellison, M. (2013), “Examining teacher roles and competences in Content and Language Integrated Learning (CLIL)”, *Linguarum Arena*, 4, p. 65–78.

⁸⁶ *Improving the effectiveness of language learning: CLIL and computer assisted language learning*, p. 5.

⁸⁷ Benešová, Šmídová, Snow, M. A., Met, M., Genesee, F. A., “Conceptual framework for the integration of language and content instruction”, *TESOL Quarterly*, Vol. 23, No. 2 (1989), p. 3.

As has been already mentioned, CLIL lesson planning should copy the 4C's framework. In the classes where content and language are integrated, the lessons' objective must be, however, dual focused. Therefore, we need to define aims of the content subject and objectives of the target language.⁸⁸ Moreover, a CLIL teacher should work with more language layers. Genesee et. al studying the conceptual framework for the integration of language and content instruction, argued that: *According to the model, language-learning objectives in a content-based program are derived from three sources: (a) the second/foreign language curriculum, (b) the content-area curriculum, and (c) assessment of the learners' academic and communicative needs and ongoing evaluation of their developing language skills.*⁸⁹

To be able to communicate about certain topics and content, students need to acquire the *content-obligatory language* including important terms necessary for developing the knowledge of the theme. This should not be avoided even if the texts including such language needed to be modified. We can also mention *content-compatible* language which is used to describe certain procedures. Furthermore, academic language is relevant when it comes to CLIL, as I have already mentioned that it is one of the pre-steps of Erasmus programme or preparation for further university studies. Moreover, when integrating English and History learning, academic language is more than suitable to be part of the lessons.⁹⁰ Finally, we should assign some importance to the communication in which we use BICS – *basic interpersonal communication skills*.⁹¹ Students make use of this, for instance, when they address their peers or teachers.

⁸⁸ Šmídová, Tereza a kol., p. 16.

⁸⁹ Genesee, F. et al., p. 205.

⁹⁰ The issue of academic language is further elaborated on in the teachers' notes and in the final chapter.

⁹¹ Šmídová, Tereza et al., p. 16.

3. Theoretical background and methodology of teaching the content subject

3.1 Current trends in History teaching⁹² and some didactic approaches used in this thesis

In this chapter, I am going to discuss some contemporary approaches in History teaching and especially those that are going to be used in the resulting worksheets, so the produced materials will contribute not only to CLIL, but also impinge on modern didactic approaches in History teaching. One subchapter discusses the so-called *multiperspectivity*, an approach described, to a great extent, by Dr Robert Stradling, the author of a number of manuals released by the Council of Europe. Not only is this approach, “developed” in the 1990s, favourable for History teaching, but it also partly reflects the work of a historian. Moreover, in my opinion, *multiperspectivity* and CLIL are well-combinable. Both approaches reacted to the need to keep up with changing cultural situations (tightening relationships between individual states, shared market, or multicultural society) and the need to enhance the level of these subjects and their content. Another brief sub-chapter deals with the use of film as an effective tool which can be used to turn what is popular into something what is inspiring, engaging and compelling. Films hold their unswerving position in our culture and, to some extent, have substituted books. The last passage concludes some other trends suggested by didacts which are usually linked to *multiperspectivity*. CLIL aims to provide opportunities to study content through different perspectives⁹³ and these suggestions might stand for the ways of achieving this goal.

3.1.1 Multiperspectivity

As much as CLIL stands for innovation within language teaching, History didactics have also aspired to embark on certain modern approaches which were coveted for also in Eastern and Central European, especially after 1989.⁹⁴ The effort, or rather need, to define history in different terms from what it was dealt with in communist countries appeared along with the endeavour to define itself against the traditional approach to history. The latter one was an issue of History teaching in Europe in general.

One of the reactions to this dissatisfaction was the so called “new history” which aimed to show discontent with some features of the traditional approach such as its prime focus on political and constitutional history, events and personalities as well as knowledge

⁹² This thesis distinguishes between *History* referring to the subject taught at primary and secondary schools as well as at universities and *history* referring to the part of humanities and the “narration” or collection of past events.

⁹³ *Improving the effectiveness of language learning: CLIL and computer assisted language learning*, p. 4.

⁹⁴ Stradling, Robert, *Multiperspectivity in history teaching: a guide for teachers*, Council of Europe, Germany, 2003, p. 9.

transmission.⁹⁵ Even though the traditional approach still has its rightful position within history, especially the focus on historical knowledge, new ways of teaching are being elaborated, popularized, promoted, enhanced and extended. The Council of Europe⁹⁶ sees “*the development of a multiple-perspective approach in the analysis of history, especially the history of the relationships between cultures*” as one of the objectives of History teaching in the context of intercultural dialogue.⁹⁷ Bearing this in mind, we can observe *multiperspectivity* as a reaction to the fact that Europe has become ethnically and culturally diverse and this is one of the ways of understanding ourselves as well as the others.

Strandling deems the new history a precursor, or as he calls it “the idea behind” *multiperspectivity*. As the name itself suggests, it stands for multiple perspectives, namely their exploration. Although the idea of considering multiple perspectives⁹⁸ on history has its roots in the 1990s, it is still a current issue in History teaching. It was caused by the rejection of a single view on a historical event, which is unnatural, since there is always more than one perspective on what happened and how it happened. Thus, when talking, for example, about the Age of Discovery or colonialism, we should not observe the era only from the view of the conquerors, but also from the perspective of those who were “discovered” or colonized, so the “pieces” could be put together. Actually, this is also the right-way of introducing the work of a historian whose interpretation of past events is the results of a critical analysis of primary and secondary sources that must be multiple. It leads to the necessary art of selection and critical evaluation standing for the main criteria of historical thinking.⁹⁹ In order to teach the students to think critically, and especially *historically*,¹⁰⁰ about past events, they must be provided with more than one viewpoint. Thanks to that, history of language, religious or ethnic minorities as well

⁹⁵ Ibid.

⁹⁶ The Council of Europe also stands behind further publications considering the appearance of History teaching in Europe (which also take into account multiperspectivity): Council of Europe (2006), *Crossroads of European histories. Multiple outlooks on five key moments in the history of Europe*; Council of Europe (2016), *Developing a culture of co-operation when teaching and learning history* < <https://rm.coe.int/developing-a-culture-of-cooperation/168071a633> > ; Council of Europe (2018), *Quality History Education in the 21st Century. Principles and Guidelines* < <https://rm.coe.int/prems-108118-gbr-2507-quality-history-education-web-21x21/16808eace7> >

⁹⁷ Council of Europe (2011), *The Committee of Ministers to member states on intercultural dialogue and the image of the other in history teaching*. < <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016805cc8e1> >

⁹⁸ Let me quote Strandling’s definition of *perspective* which is defined as: „a view limited by the standpoint of the person expressing it, whether that person is a participant, an eye-witness, a journalist or an historian, and regardless of whether these limits are physical, attitudinal, cultural, technical or professional. “ in: Strandling, Robert, *Multiperspectivity...*, p. 59.

⁹⁹ Strandling, R., *Multiperspectivity ...*, p. 10.

¹⁰⁰ Strandling, R., *Multiperspectivity ...*, p. 60.

as of women have gained their place within history studies. Consequently, the interest in social and cultural history has been on the increase and in the spotlight of researchers.¹⁰¹

To mention some of its drawbacks, Strandling further argues that the application of *multiperspectivity* requires a loose or indulgent curriculum which does not exclude some topics at the expense of the more significant ones. Furthermore, it demands cooperation from textbook and materials publishers, as the standards of content and text coverage are strictly determined. Applying multiple perspectives takes more space, time and a thorough preparation.¹⁰² Yet, it can be rewarding for the learners as well as for the teachers.

Teacher-centred approach to classroom learning enables the schools to go through more topics and talk about them in rather general terms, nevertheless, it does not necessarily lead to the acquisition of critical and historical thinking, development of individual work and the inclusion of self-interest of the students. On the contrary, *multiperspectivity* must be topic-selective and therefore has to direct its attention to some specific issues within general topics, in other words, it provides opportunities for more in-depth analyses of various themes. All these factors, on the other hand, may also have the influence on the fact why *multiperspectivity* has still not become an everyday reality of History teaching. Wansink et al. argue that “*Although multiperspectivity is increasingly emphasized as a desideratum, research has shown that many history teachers struggle with addressing multiple coexisting perspectives. To teach in this way, teachers need a sophisticated epistemic understanding of the nature of history as well as pedagogical expertise on how to achieve such understanding among students.*”¹⁰³ Despite all these “disadvantages”, I have decided to employ multiple perspectives into the worksheets as they help develop critical thinking, stand for a more engaging alternative to traditional “lectures”, and give students an idea of how historians work. Moreover, this approach is in accordance with the other chosen methods and enables the teachers to prepare student-oriented activities. Student’s explorations, as a part of this approach, can definitely be, in many cases, more motivation-triggering than a lecture.

¹⁰¹ Strandling, Robert, *Teaching 20th Century European History*, Council for Cultural Co-operation, Council of Europe Publishing, 2001, p. 141–142. < <https://www.coe.int/en/web/history-teaching/handbook-teaching-20th-century-european-history> >

¹⁰² Strandling, R., *Multiperspectivity* ..., p. 21–25.

¹⁰³ Bjorn Wansink, Sanne Akkerman, Itzél Zuiker & Theo Wubbels, “Where Does Teaching Multiperspectivity in History Education Begin and End? An Analysis of the Uses of Temporality”, in: *Theory & Research in Social Education*, Vol. 46, Nr. 4 (2018), p. 496.

3.1.2 Film

One of the tools in History teaching that has proved to be very effective is the use of films. As the didacts Kamil Činátl, Jaroslav Pinkas et al. argue, films have a far greater potential within the History classes than it could be expected, as they do not represent only a mere reward, or an activity associated with the end of the school year, when students watch movies to relax. This “need” to use movies for History teaching resulted from their popularity and the fact that they “replaced” books, as well as from the increasing popularity of pop culture and media.¹⁰⁴ Needless to say, that the media in the Czech Republic have been paying their attention to historical events and provide the room for debates about the forms and shapes of History teaching at primary and secondary schools.¹⁰⁵ The position of films in people’s lives was emphasised by Činátl in 2014 when the book *History in Films* was published, and since then this trend has been even on the increase. In 2007, History didacts Alan S. Marcus and Thomas H. Levine stated that “*the influence of film, particularly Hollywood feature film, on historical knowledge and understanding is a reality of today’s world.*”¹⁰⁶ The main idea of all these arguments is that History teachers could benefit a great deal from accepting films as an appropriate and significant source in their lessons; they can take advantage of it rather than refusing it, or not using its potential to the biggest possible extent, but only as an enlivenment. The authors believe that students should be able “*to analyse, interpret and evaluate historically based films*”¹⁰⁷ to acquire *historical film literacy* and at the same time see this as “*a vital aim of history teachers.*”¹⁰⁸ What follows is that film can undoubtedly serve as any other historical source that must be thought over and interpreted. To ensue, the information presented in films (also their production and other features) need not be taken for granted in the form they are conveyed, but must be critically approached, just as any other source or evidence. Moreover, the ability to read, and read critically, a given source is the most crucial principle of humanities, whether it is a film or an extract from a chronicle.

Accurately, the authors reach the conclusion that the current approach to information has changed and today we extract most of them from the media and internet such as Wikipedia or YouTube.¹⁰⁹ The decision to counteract this “trend”, which we can call the age of audio-

¹⁰⁴ Činátl, Kamil, Pinkas, Jaroslav et al. *Dějiny ve filmu. Film ve výuce dějepisu*, Praha: Ústav pro stadium totalitních režimů, 2014.

¹⁰⁵ The most recent (at the time of writing) debate on Czech Television: <https://www.ceskatelevize.cz/porady/10150778447-historie-cs/219411058220010/?fbclid=IwAR2e-dpprN54YASiFnazvzEWpYTFd8bxqGHwkGggjQSIhHzN66CxM8kowc>

¹⁰⁶ Marcus, Alan S. (ed.), *Celluloid Blackboard: Teaching History with Film*, Charlotte, 2007, p. 1.

¹⁰⁷ Marcus, Alan S., p. 3.

¹⁰⁸ Ibid.

¹⁰⁹ Činátl, Kamil, Pinkas, Jaroslav et al., p. 6.

visual media, does not stand for the response, but in fact, could have the opposite effect, namely making History subject more incomprehensible and elusive.

The following points conclude some of the advantages of using films as a tool in History education:¹¹⁰

- a) *it interconnects didactics, motivational and pedagogical-psychological aspects of the educational process*
- b) *it is an effective approach approved by foreign didacts and by educational experience*
- c) *using films in the lessons is a reaction to the current preferences of the pupils and the youth*
- d) *watching films does not require us to be passive viewers, in fact, we can analyse it as a relevant source and evaluate it; it triggers questions and fosters critical responses*
- e) *it engages students intellectually as much as emotionally (which may lead to a better retention and understanding of some facts and social situations/context)*
- f) *it is a direct manifestation, so it supports imagination, or in fact, it simplifies it, for example: A teacher says that during the July Revolution in 1830, the French were building barricades in Paris. However, it does not really give the learners the idea of the atmosphere and situations, what the barricades looked like and the way they were built. To provide them with a visual example, we can use the movie *Les Misérables* from 1982 (or any other suitable version showing the people throwing chairs and various pieces of furniture through windows to build them capturing the social context).*
- g) *it integrates factual knowledge with social context, which the authors, by right, see as a crucial point*
- h) *the research show that films contribute to form certain ideas about our past*
- i) *it stands for a great alternative, or, in fact, a contrast to drilling*¹¹¹
- j) *it leads to (better) information acquisition and retention*¹¹²

¹¹⁰ Činátl, Kamil, Pinkas, Jaroslav et al., p. 11–12.

¹¹¹ Marcus, Alan S., p. 2.

¹¹² Ibid.

The authors refer to an American History didact, Peter Seixas, who argues that as long as students are able to keep critical distance and not completely identify themselves with the characters, film is a great tool to be used. Furthermore, he distinguishes two kinds of “viewing observations” – internal and external.¹¹³ The first one deals with the plot, scenography, acting, script or the “believability” of the film, and the latter focuses on the relation between the pictured story and real events.¹¹⁴ Whereas the external kind of viewing is what History learners should acquire, the inner type represents a common topic of language books providing useful vocabulary for everyday conversations, especially with regard to the fact that films stand for a great phenomenon. Both, however, establish a bond between the content and its depiction. As a consequence, this implies that these two ways of evaluating and analysing films greatly reflect the principles of CLIL – language use, communication, critical thinking and content teaching which may all integrate, for example, in the output – writing a review.

3.1.3 Some other approaches to History teaching

As for History teaching in the Czech environment, a lot of activities, workshops, materials, theoretical background and up-to-date didactic support is provided, besides others, by the Department of Education at the *Institute for the Study of Totalitarian Regimes*, especially their online project called *History in the 21st Century*.¹¹⁵ Their central focus is on contemporary history and on History teachers as the target group. This project provides great inspiration, especially due to its effective use of modern trends including audio-visual materials, so that media and films do not replace History classes in students’ out-of-school life. As it was the case of Strandling’s paper on *multiperspectivity*, this online project is directed towards the endorsement of historical thinking, development of soft skills and historical literacy.¹¹⁶

Another possibility how to deal with multiple perspectives can be Alan McCully’s¹¹⁷ view on identity, history education and conflicts. Together with Keith Barton, he argues in favour of

¹¹³ Seixas, Peter, “Popular Film and Young People's Understanding of the History of Native American-White Relations”, in: *The History Teacher*, Vol. 26, No. 3 (1993), p. 351–370.

¹¹⁴ Ibid.

¹¹⁵ <http://www.dejepis21.cz/eng#onas>

¹¹⁶ Such terms are mentioned for example in: Peter Seixas, “A Model of Historical Thinking”, *Educational Philosophy and Theory*, Vol. 49, No. 6, pp. 593–605; Činátl, Kamil: *Každodennost perspektivou školních pramenů*, in: Pažout, Jaroslav (ed.): *Každodenní život v Československu 1945/48–1989*, TUL-ÚSTR, Praha-Liberec, 2015; <http://www.dejepis21.cz/historicke-mysleni-a-historicka-gramotnost>; <http://historicalthinking.ca/historical-thinking-concepts>

¹¹⁷ Dr. Alan McCully is a significant former senior lecturer at Ulster University. He is especially well-known for his arguing that conflicting and controversial topics do belong into History classes and should not be avoided. His views depicted, for example, in: Barton, Keith and McCully, Alan, „Teaching controversial issues ... where controversial issues really matter“, *Teaching History*, Vol. 1, No. 127 (June 2017), p. 13–19; Kitson, Alison and

including controversial issues into History classes, as students can benefit from such discussions.¹¹⁸ Moreover, they link this ability to take part in reasonable discussions and feeling comfortable expressing one's own view to the necessary competences of today's citizens. He regards History classrooms as a *"natural venue for such discussions, both because the past is nothing if not one long series of controversies, and because current policy debates are invariably rooted in history."*¹¹⁹

The shape of History teaching discussed here aims to reflect the process of historical thinking and introduces History lessons as a space for discussions. Without doubting the importance of knowledge, facts and context, the final worksheets will be created with the objective to put emphasis on triggering students' thinking and eliciting their point of view based on in-class discussions and information input. Another aim is to teach them that what information sources try to convey, cannot be taken for granted, but several perspectives must be taken into account, as historical interpretation of the past never relies only on one source. A Canadian project called the Historical Thinking Project¹²⁰ works with six concepts¹²¹ including *establishing historical significance*,¹²² *using primary source evidence*¹²³, *identifying continuity and change*¹²⁴, *analysing cause and consequences*¹²⁵, *taking historical perspectives*¹²⁶ and finally *understanding the ethical dimension of historical interpretations*.¹²⁷

McCully, Alan. "You Hear about It for Real in School. Avoiding, Containing and Risk-Taking in the History Classroom." *Teaching History*, Vol. 1, No. 120 (2005), p. 32-37; McCully, Alan, „Practitioner perceptions of their role in facilitating the handling of controversial issues in contested societies: a Northern Irish experience“, *Educational Review*, Vol. 58, No. 1 (February 2006), p. 51-65; McCully, Alan and Pilgrim, Nigel, “‘They took Ireland away from us and we've got to fight to get it back.’ Using fictional characters to explore the relationship between historical interpretation and contemporary attitudes“, *Teaching History*, Vol. 1, No. 114 (2004), p. 17-21.

¹¹⁸ Barton, Keith and McCully, Alan, „Teaching controversial issues ... where controversial issues really matter“, *Teaching History*, Vol. 1, No. 127 (June 2017), p. 13.

¹¹⁹ Ibid.

¹²⁰ <http://historicalthinking.ca>

¹²¹ Ibid; Peter Seixas, “A Model of Historical Thinking”, *Educational Philosophy and Theory*, Vol. 49, No. 6, p. 593-605.

¹²² *Historical significance* implies applying seeming “insignificant” histories to larger contexts, historical events or movements. In this case, we can use the example of microhistory which does not aim only to narrate a personal history of an individual, but tries to set it into particular framework, draw some consequences or links.

¹²³ The authors distinguish reading a history textbook and reading primary sources. While the first one is read mainly for information, the latter one read for evidence. Reading for evidence compels us to ask question and approach to the text critically. It is, for example, important to consider who the author was, when he wrote, in what circumstances etc.

¹²⁴ To exemplify this concept, let me quote Seixas: „[...] historians assume not that continuity reigned, but that continuity and change co-existed, and the puzzle is to figure out how much of each there was, for whom, in any particular period in the past.“

¹²⁵ This concept in simplified words suggest that it is not only natural, but in case of History science also required, to ask *how* and *why*. Without these questions, History would not be a trustworthy subject.

¹²⁶ „Taking historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.“ [Historicalthinking.ca/historical-perspective](http://historicalthinking.ca/historical-perspective)

¹²⁷ This concept regards to the “ideal” state of knowing our history – learning lessons from it. We should therefore consider what responsibilities do historical actions or crimes impose upon us today. With this perspective, we can look back to the post-war treating of the Germans, for example.

All these concepts are interwoven and apart from showing the way historical research and thinking works, they can also contribute to the materials development with regard to their selection, materials' instructions and tasks.

Regarding the use of primary sources, we do not have to think about them only at the level of written texts, but it is very beneficial to include the whole scale of available sources. Besides the use of film, as mentioned above, other visual materials such as paintings or photographs, should be exploited as well. It has been suggested that they can represent more than just a way of making the materials more attractive in terms of design or the filling-up of blank spaces. The learning, while using visual materials, can be enhanced by the fact that these sources may provoke emotional responses of the students.¹²⁸ Such reactions may lead to better retention, as a piece of factual information is linked to the impression triggered by the impact of visual material. As well as written texts, they also provide students with different perspectives. As the authors of the online publication for History teachers *Thinking over the History teaching in 21st Century (Promýšlet dějepis v 21. století)* illustrate, photographs taken by the occupant troops in 1968 differ from those taken by Czech citizens who were in the position of being the victims of the occupation.¹²⁹

The last possibility of involving students into the narration or topic which is going to be mentioned here, is oral history. As its advantages, we can definitely see a potential development of communicative skills, the ability to listen to someone,¹³⁰ elicit questions or react. In the context of this thesis, oral history is of double merit, as it supplies the listening input, which subsequently keeps its authenticity. As a good example, which is also going to be used in the produced worksheets, can serve the sound archive of the *Imperial War Museum* such as the sharing of stories of concentration camp survivors, a project also providing transcripts.¹³¹ The CLIL approach, as will be shown on some examples in the available materials, does not put an emphasis on listening as it is very subject specific. The lack of “traditional” listening exercises should be supplied by the teacher. When considering authenticity as one of CLIL's assets, the scope of listening activities, as they appear in textbooks, cannot be compared in terms of its breadth, naturally. Therefore, teachers should welcome such audio-visual or audio sources that can, to a certain extent, balance this lack of audio material in CLIL lessons.

¹²⁸ Průchová, Andrea, “Význam vizuální komunikace v učebnicích dějepisu”, in: Najbert, Jaroslav (ed.), *Promýšlet dějepis v 21. století*, Ústav pro studium totalitních režimů, Praha 2017.

< <https://historylab.cz/metodika/kapitola/uvod/> >

¹²⁹ Ibid.

¹³⁰ http://www.dejepis21.cz/userfiles/tiny_uploads/metodika_projekt/pamet_projekt-kap3.pdf

¹³¹ <http://www.iwm.org.uk/history/concentration-camp-survivors-share-their-stories>

3.1.4 Summary

Finally, it suffices to draw some links to language teaching and point out to the fact that these History teaching approaches are well-combinable with how languages can be taught. What is important is that these principles are not mutually exclusive. Both subjects aim to develop critical thinking, which, in the case of History, can acquire the shape of historical thinking. History welcomes the use of various materials and their use can lead to turning History classes into being more interactive, as opposed to teacher-centred lessons. Furthermore, one of the greatest advantages of using films in History lessons, especially when considering the Hollywood production as mentioned above, is that English language dominates in this field. Then, it becomes a matter of genuine interest for young people. Such interconnection is apparent also in the case of oral history. All these factors will be taken into account while creating the teaching materials.

Finally, I would like to emphasise that a successful presentation of multiperspectivity, in the way it is treated in this paper, stands for an umbrella approach and the general objective of the content subject in this paper. As a result, videos, films, oral history and various written sources will be used as tools of presenting these multiple perspectives of historical events. In other words, learners should be “exposed to” multiple perspectives through reading stories narrated from different points of view, so they are able to think about the issues more comprehensively and develop their own opinions; films and video will serve as a useful instrument. This conception of multiple perspectives is illustrated in the following figures.

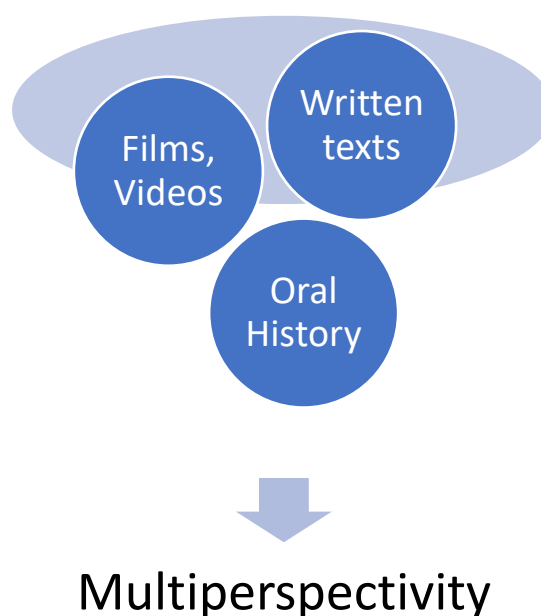


Figure three

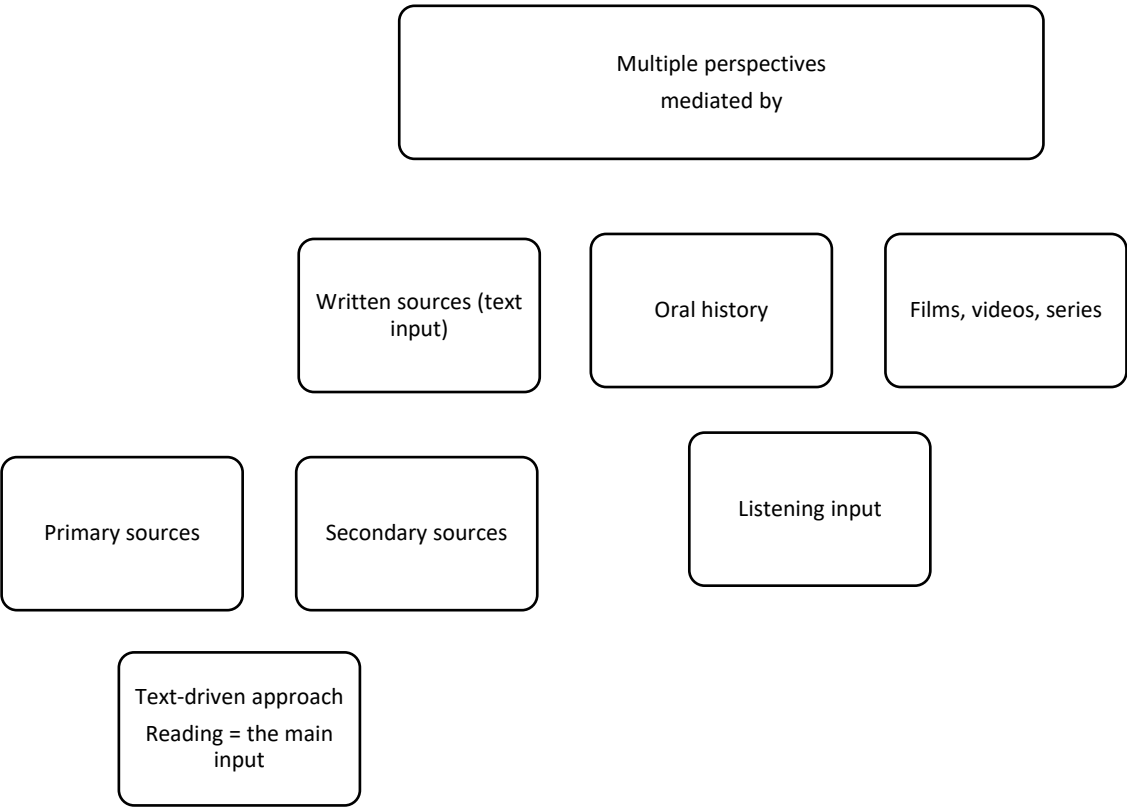


Figure four

4. Developing materials for language teaching

The objective of this chapter is to outline the criteria for materials development and clarify all the goals and approaches that will be applied in the outcome of this thesis – the worksheets usable for CLIL classes. The reason why I decided to prefer worksheets to textbooks is simple: designing a textbook is a long-term and very complex project, moreover, in connection with History subject, it would be merely impossible to impinge on all the topics covering national history and general world history, social, economic and political history or the ancient past as well as the problems of contemporary world. Similarly, it is beyond the scope of this paper to combine such topics with all grammar and vocabulary matter recommended for individual levels.

Ian McGrath lists worksheets as a kind of supplementation to coursebooks.¹³² It is true that the tradition of using coursebooks in Czech schools prevails, especially in language classes, where it is deemed necessary and reasonable. This fact is, to a great extent, determined by the lessons' orientation towards the four skills development. An effective student book includes exercises, grammar references, input texts, speaking tasks, pronunciation references, writing manuals and tasks and listening input usually provided on an enclosed CD. Especially the latter mentioned may become very difficult for the teachers to supply by themselves. Undoubtedly, a teacher can substitute for a CD player in some cases, actually it may be useful, but not every time, since he is not able to provide variability, such as in terms of accent.

By designing the materials, I have no particular class or teacher in mind. Such aim would involve the familiarity with learners' needs, strengths and weaknesses, or interests. What is possible to bear in mind while designing the materials is CLIL pedagogy and its principles, the established methods of teaching History and English, the Common European Framework of Reference for Languages (CEFR) determining the standards for grading individual's language proficiency and the curricula of language and History subjects. However, individual schools have different criteria when it comes to the adherence to topics, therefore the themes are going to be chosen rather in a subjective way than based on a specific curriculum. In this paper, the worksheets do not aim to replace language or History classes. CLIL is rather deemed a complement of "traditional" classes, so teachers can afford to work with their learners in a different way, put emphasis on their thinking processes development and at the same time can touch upon the given topics in detail. History is approached as the determining subject, however, there should be equal emphasis on both subjects whose aspects very often blend.

¹³² McGrath, Ian, *Materials Evaluation and Design for Language Teaching*, Edinburgh: EUP, 2002, p. 80–102.

This section deals predominantly with the synthesis of topics concerning some areas of language materials development which, however, are essentially based on the research in TEFL. Since there is no single CLIL pedagogy and as I have defined some methods of teaching History, in Chapter 5, I will also define some approaches to teaching English as the second language. I will endeavour to establish such approaches and frameworks that would be usable in and effective for CLIL materials and our particular combination – English and History. Owing to this, I will be referring to how some given features of CLIL correspond to History and simultaneously to English teaching in order to point out the potential of each of the subjects efficiently and achieve the creation of counterbalanced materials. Needless to say, that the beginning of the process will be shaped by historical topics and the selection of texts rather than a pre-determination of the language in use, grammar or vocabulary, which I am going to comment on later.

4.1 Materials

This thesis deals with teaching materials development, but firstly I must clarify the term *material*. Through this paper, I mainly use it to refer to the worksheets which are meant to be the output of this work. On the other hand, it will be also used to refer to the individual sources and texts used in these worksheets. On these grounds, the word *material* stands for almost anything, as this paper is in full agreement with Tomlinson who argues that materials can stand for “*anything which is deliberately used to increase the learner’s knowledge and/or experience of the language.*”¹³³ According to him, they can include videos, e-mails, food packages, leaflets, tasks, newspapers and many more.¹³⁴ With regard to this, it applies that the richer in materials a learning source is, the more beneficial it is for the learner, as the variety and authenticity is considered very important. In this paper, the sources need to meet two main criteria – correspond to the given content-subject topic and be in English. After they are subjected to analysis, it must be proved that such materials may be of use to the learners; the following tasks, texts and exercises correspond to it and that such texts stand for an analysable source for the students, on the level of content as well as language.

¹³³ Tomlinson, Brian, *Materials Development in Language Teaching*, Cambridge: CUP, 2010 (second edition), p. 2.

¹³⁴ Ibid.

4.1.1 Past Simple – a model for teaching English through History

I have decided to include a chapter showing a potential model for the materials developed in this paper. The textbook focuses solely on British history and culture, thereby coming rather under *soft CLIL*. Such integration with the language is a very good choice and is definitely meaningful. In contrast, this thesis does not set any limits in terms of culturally specific topics, as it should serve as a complement of the content subject as much as language classes and therefore aims at touching upon different topics belonging to the world's history. In this textbook especially, it is inspiring how the authors work with written texts developing reading skills, general comprehension, historical and critical thinking. I have chosen a chapter describing some events of the 20th century which consists, as each chapter of the book, of six pages. By analysing this chapter in terms of how it treats CLIL's principles, the teaching of History and L2 in general, or language skills specifically, I would like to point out to some strategies or tasks that may be inspiring for my worksheets or, on the other hand, to some issues I would like to deal with in a different way, in other words, what I think this book is lacking.

9 Britain can take it: The Blitz

Section 1: Reading

A Before you read – think and discuss

The British people suffered greatly during the Blitz when some of the UK's cities came under attack from the German air force. However, the shared hardships of the time also brought people closer together.

- What difficult periods have there been in your country's history?
- What events have brought people in your country closer together?
- Who led your country through its most difficult times?
- What, if anything, do you know about the Blitz?

B Read the text

Britain can take it: Churchill and the Blitz

Fact file

- 7th September 1940: the Blitz begins
- 16th May 1941: the Blitz ends
- 1940–41: 42,000 civilians killed
- 3.5 million houses destroyed in the same period
- Buckingham Palace suffers nine direct hits during the Blitz
- 10th May 1940: Winston Churchill becomes Prime Minister
- February 1945: German city of Dresden destroyed by the British Bomber Command

As I write, highly civilized human beings are flying overhead, trying to kill me.
George Orwell, *England Your England*

The Blitz begins
During the Second World War, British cities came under German air attack in what came to be known as the Blitz. The name comes from the German word *Blitzkrieg* ('lightning war'), which described the rapid invasions of Poland in 1939 and France in 1940. The purpose of it was to wear down the morale of the British people. It began on 7th September 1940, when London was bombed, and ended on 16th May 1941 with an attack on Birmingham.

54 **Britain can take it: The Blitz**

picture 1

Each chapter opens up with “personalised” questions aimed at a brief activity of brainstorming before the learners proceed to reading the core text. I call them personalised because they encourage the students to think about what was happening at a specific time in their country and thereby realize some connections. Later in this chapter, I will be referring to this when talking about the step of *contextual realization*. Another advantage of such introduction is a slow warm-up and the emphasis on students’ communication when it is approached as a pair or group activity. In such case, students’ attention is focused predominantly on cultural aspects and language for learning (Although, of course, other principles such as cognition are involved.)

Further instructions: “Read the text” move the students to the core of each chapter – a written text standing for the main information as well as language input, which shows the authors’ preference for a text-based approach. In the case of this text, the authors decided to present it in the style of a webpage in order to, as they specify, “*ensure a varied diet for the learners.*”¹³⁵ The structure of each unit is based around a central written text which seems to be effective and important for the following tasks aimed at various skills development. However, the chosen text styles prove to be contrived. The author chose to present them to the learners either in the form of a mentioned and exemplified webpage, further a magazine-type article or conventional account. Their reasons for this may be the potential attractivity directed towards the (mainly teenage and secondary school) learners and to provide some kind of variety. On the contrary, such variety (three text types) appears to be quite narrow. Moreover, it does not give a true idea about historical work – the main texts are neither authentic primary sources, nor historical biographies. On the other hand, the authors include a couple of different written sources in addition to these core texts. I think that students should encounter such texts that they would rarely be interested in themselves, but webpage is probably a source they are well familiar with. In order to avoid, as much as possible, such contrivance of texts, I would like to deal with mainly authentic sources, i.e. not written for the use of this paper or not written primarily for language learning purposes. The issue of *authenticity* is discussed later in this chapter.

¹³⁵ Ronder, David and Thompson, Peter, *Past Simple. Learning English through History*, Garnet Education, 2012, Introduction.

The bombing was focused on the capital from September to November 1940. It then switched to industrial centres like Coventry and Manchester, before moving to ports like Glasgow and Plymouth. When Hitler invaded the Soviet Union in the summer of 1941, German bombers turned their attention to the east of Europe. Nevertheless, attacks on Britain still took place. In 1942, historic cathedral cities such as York were bombed; and in 1944 London was hit by flying bombs (V-1s and V-2s, or 'doodlebugs').

Death and destruction
Economic and military targets were hit, but the main aim, to break the civilian population, failed completely. Nevertheless, there was a great deal of death and destruction. More civilians were killed in 1940–41 than British fighting men in the same period, and another 50,000 were seriously wounded.

Winston Churchill
Nevertheless, Winston Churchill's repeated **assertion** that 'Britain can take it' became the slogan that summed up the 'spirit of the Blitz'. Churchill had earlier saluted the brave airmen who defeated the Germans in the 'Battle of Britain' (August and September 1940) with the **stirring** words: 'Never in the field of human conflict was so much owed by so many to so few.' The Blitz, by contrast, was a story of mass resistance by the people themselves.

London's worst night
The worst raid on the capital occurred on the night of 29th December 1940. It caused what has been called the 'second Great Fire of London'. St Paul's Cathedral was in danger of being caught up in the flames but was saved, thanks to the constant efforts of firemen, **clergy** and local volunteers. This symbolized the resistance more than any other single event in the war. Despite the seriousness of this attack, ordinary citizens responded with remarkable bravery. When shop windows were broken or shops partly destroyed, owners wrote **witty** signs. 'If you think this is bad,' wrote one shopkeeper, 'you should see my branch in Berlin.' A message outside a badly damaged barber's shop read: 'Still open for business: a close shave.'

Bombed into democracy?
The working-class East End of London was most heavily bombed, because of the docks there. When a bomb landed on Buckingham Palace the Queen commented, 'At least now I can look the people of the East End in the face.' Some felt the Blitz was destroying Britain's class divisions along with its buildings. In 1941, a journalist wrote: 'Britain is being bombed, blasted and burnt into democracy.' But it is probably an exaggeration to say the Blitz transformed social relations. Whereas guests in London's Dorchester Hotel had silk sheets on the beds in their bomb shelters, residents in the poorest areas had no such luxuries. Some slept on the platforms of London Underground stations. Railway arches were also used as shelters – by as many as 15,000 people on bad nights. There were no toilets and these arches were often full of rats. It is perhaps no surprise then that six out of ten Londoners slept at home during the bombing.

Bomber Command
The Blitz created a powerful sense of national unity at a crucial point in the war. It also provided the moral **justification** for the Royal Air Force (RAF) to bomb German cities. 'Bomber' Harris was Commander-in-Chief of Bomber Command. He promised that because Germany had '**sown** the wind' it would now '**reap** the whirlwind'. The policy of bombing Germany ended on 14th February 1945, the day the beautiful German city of Dresden was destroyed.

Hero or criminal?
After the war, peace campaigners condemned Harris as a war criminal. They argued that there had been no strategic reason to bomb Dresden. While that was true, the RAF bombing did undermine German morale at a crucial late stage in the war and boost the British sense that they were finally gaining the upper hand. Harris asserted at the time that the cities of Germany were not worth the bones of a single British soldier. Most of Blitzed Britain agreed.

Glossary

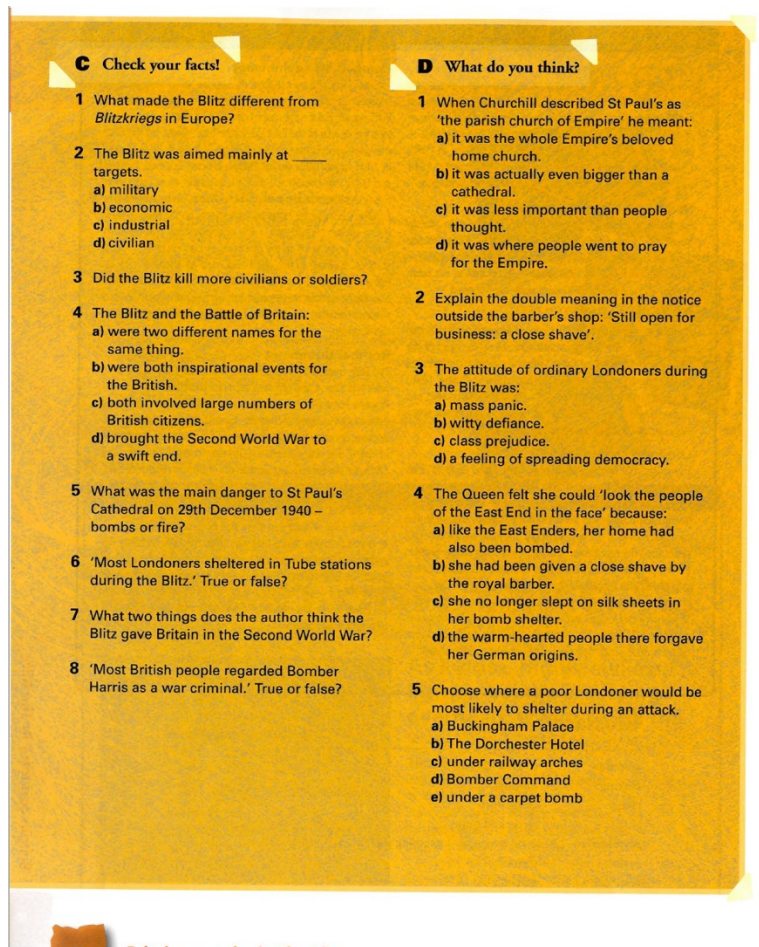
assertion	claim
stirring	moving
clergy	churchmen
witty	clever and funny
justification	good reason for something that exists or has been done
sown*	planted
reap*	gather

*the saying to reap what you sow means something happens to you as a result of what you have done in the past

Britain can take it: The Blitz

picture 2

The text extends over two pages. Based on the presupposition of unknown vocabulary, the authors emboldened some words in order to draw learners' attention to them. These words are explained in English in a small glossary under the texts. Using this, the authors follow one of the features of CLIL – providing the learners with structural help called scaffolding which is also very frequently used in language textbooks.



picture 3

On the following page, students check their comprehension (of content and language) and critical thinking, namely their ability to infer meanings. In this quiz, the authors apply bottom-up approach and learners are compelled to work with the text in order to answer the given questions. Therefore, it is also aimed at the language of learning. The authors opted for various kinds of questions – giving options, choosing between true and false and open questions expecting learners to interpret the text themselves. Apart from developing critical thinking processes, they focus on triggering speaking activities using the target language (open questions).

Section 2: Topic development

A Winston Churchill: The 'Greatest Briton'

The BBC held a vote in 2002 to find the 'Greatest Briton' of all time. Winston Churchill, who led the country during World War II from 1940 until 1945, won easily. An aristocrat who enjoyed the good things in life, he had a long and colourful career, changing political parties twice. He warned against Hitler all through the 1930s, a 'voice in the wilderness' no one listened to. But his lasting fame comes from the way he led Britain through the darkest days of the war, with his fighting stance and inspirational speeches. He later wrote: 'It was a nation and race dwelling all around the globe that had the lion's heart. I had the luck to be called upon to give the roar'.



1 Work with a partner to match the events from Churchill's life below with the famous quotes on page 58. (One has been done for you as an example.)

Date	Event	Quote
Sep 1898	The young Churchill was a war correspondent in Africa and enthusiastically took part in one of the British Army's last cavalry charges.	
1904 + 1924	Churchill left the Conservative Party for the Liberals, then left the Liberals for the Conservatives again.	
13th May 1940	Churchill made his first speech to Parliament as wartime Prime Minister, warning members that the way ahead would be long and difficult and setting out Britain's war aims.	
4th June 1940	Churchill expressed Britain's spirit of defiance at a difficult point in the war.	
20th Aug 1940	Churchill praised the brave RAF pilots who had triumphed over Hitler and the German air force in the Battle of Britain.	j
9th Feb 1941	Churchill asked for America's help in the war – arms and money.	
8th May 1945	Churchill saluted victory over Germany in World War II.	
5th Mar 1946	Stalin's USSR was taking over Eastern Europe.	
1946	Churchill championed the idea of European union in its early days.	
late 1940s	A female MP accused Churchill of being drunk.	

2 Now practise saying these quotes with your partner as you imagine Churchill might have said them. Think about speed, rhythm and intonation, and how loudly or quietly they should be spoken.

- a) Give us the tools, and we will finish the job.
- b) An iron curtain has descended across the continent.
- c) We must build a kind of United States of Europe.
- d) I have nothing to offer but blood, toil, tears and sweat ... You ask: 'What is our aim?' I can answer in one word: 'Victory!' Victory at all costs, victory in spite of terror, victory however long and hard the road may be: for without victory there is no survival.
- e) There is nothing so exhilarating as being shot at without result.
- f) A splendid moment both in our small lives and in our great history.
- g) And you, madam, are ugly. But I shall be sober in the morning.
- h) We shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills: we shall never surrender.
- i) I not only ratted but re-ratted.
- j) Never in the field of human conflict was so much owed by so many to so few.

B The German invasion of English

English is partly a Germanic language. It has also imported many words from modern German (including *Blitz*).

1 Work with a partner to try to match the ten examples below with their meanings. Only use a dictionary if you are completely stuck.

<i>kindergarten</i>	a) broken, not working
<i>delicatessen</i>	b) a long kind of sausage
<i>schadenfreude</i>	c) a ghost that moves objects
<i>angst</i>	d) not the real thing, a low-quality substitute
<i>frankfurter</i>	e) a children's nursery
<i>poltergeist</i>	f) a recurrent theme in a work of art
<i>kitsch</i>	g) pleasure in the suffering of others
<i>leitmotiv</i>	h) low-quality art
<i>ersatz</i>	i) a shop selling cooked meats, cheeses, etc.
<i>kaput</i>	j) a strong feeling of anxiety

Britain can take it: The Blitz

57

58

Britain can take it: The Blitz

pictures 4 and 5

The *topic development* of the chosen chapter focuses on the personality of Winston Churchill and in this particular example, the activity is intended for pair work. Very likely, as a rather discovery-oriented task, it would demand further research and use of additional sources from the students. Forcing learners to look for information is regarded as a very important process in learning and may also lead to better retention and subconscious learning. Exercise number one aims at information research and at what learners can imply from short text extracts on page 58. Students, at the same time, need to look for key words to support their arguments and if they also follow the instructions from exercise two, they may practice phonology which would probably require further assistance from the teacher or an additional model listening exercise. It mainly aims at the language for and through learning. The former one is triggered when students discuss the answers in A1; the same applies in exercise B1. The latter one should be achieved by practising the given quotes and by repetition. Exercise B then masterly interconnect a historical event, language development in time and interlanguage relationships. On the following page, (picture 6) the authors further elaborate on the issue of language borrowings and develop this topic by asking for typical examples in learners' own language. Thanks to this, students may think on level of language systems rather than about their specific features. Again, this mainly aims at cognition and culture, and mainly language for and through learning.

2 Discuss which of these words you like and which you don't. Give reasons – is it the sound or the look of it on the page? Do you know any words from your language which have entered English? If so, what are they? What about English words in your language?

3 Discuss: Should we try to protect our languages from foreign 'imports' like this, or is it better to be open, like English is, to words from other languages?

Section 3: Extension activities

A Discuss
At the end of the war, London was covered with bomb sites. What could be done with them?

In 1948, two young men bought a bomb site in Red Lion Square, Holborn, for £200. They made it into a car park. Within a decade they had a dozen city-centre car parks. In 1958, they took over National Car Parks (NCP), which they eventually sold for £580 million. Today NCP runs 500 car parks.

Brainstorm other ways of making money out of a big hole in the ground. Choose your favourite idea and make notes. Present your ideas to the class.

B Research

Search for: 'Churchill' + 'wartime speeches' 'fight them on the beaches' 'Murrow' + 'broadcasts'



1 Search the Internet for Winston Churchill's wartime speeches. Listen to some examples. What do you notice about his a) pronunciation and b) intonation?

2 Listen carefully to Churchill's famous 'We will fight them on the beaches' speech. Where does he say fighting will happen? Write down the places you hear.

3 Use the Internet to find out about Edward Murrow. He was an American journalist who broadcast directly from London during the Blitz, before the USA joined the Second World War. Why do you think his broadcasts had such a powerful impact on American public opinion in the period? Discuss your ideas.

C Write
During the Blitz, Noel Coward wrote the song *London Pride*. It is a song about the pride Londoners have in their city, and the resilient flower called London Pride. This flower bloomed during the Blitz, and grew in the ruins of the city's bombed buildings.

Search for the song *London Pride* on the Internet. Listen to the words. Now think about a city you love. Write a poem, story or song like *London Pride*. Celebrate your chosen city and remind people why they should be proud of it.

Britain can take it: The Blitz

picture 6

Extension Activities aim to stimulate a class discussion and are targeted at students' own research. Task B refers back to the exercises on pages 57 and 58 (pictures 4 and 5) and focuses on the students' analysis of pronunciation and intonation induced from examples. Such instances represent the quite infrequent listening input the authors make links to in the book. Significantly, these extension activities assign the learner an even more important role, as they clearly state that the results and outcomes are based on students' research and discoveries. Moreover, learners are mostly recommended to use the internet as the source of missing information. By this, they recognize its crucial role in today's world and try to trigger learners' motivation by highlighting something that they find familiar. It can be compared to an effective employment of films in classes, as was suggested in the previous chapter. Rather than rejecting something which has a great value in contemporary society, it is wiser to use it to one's own advantage. The same principle applies to the final task which aims to practice writing. The advantage of this textbook is that in each chapter, learners practice writing and mastering different genres (poem, essay, review etc.) Authentic texts, as is the case in this chapter, may stand for a template.

To conclude, I appreciate this book as a very good example of CLIL approach application which pays attention to the development of critical thinking and individual or cooperative work. It inclines to a text-based approach and owing to this emphasises written

texts as the core of each unit. Furthermore, it opts for shorter texts or students' own research as the basis for extension activities. It aims at communication as one of the CLIL's pillars and provides scaffolding. Students mostly train speaking and reading; there is always one task focused on writing which is, when compared to language teaching textbooks, not insufficient. What it lacks, however, is some kinds of practice for the writing process. On the other hand, the core texts or materials are directly linked to the writing tasks (such as in this example of the looked-up song) and stand for a model of successful development of historical style of writing.

This book focuses rather on vocabulary development, and when it is possible, the authors include a grammar exercise, yet it is not part of each unit. Moreover, the grammar is rather restricted to past tense or modal verbs. Although the theory (of grammar) is dealt with in language classes or as part of writing exercises, the grammar agenda could be included more. This issue is mainly concerned with a suitable analysis and use of the core text.

As for approaches to grammar teaching, teachers can, in general, opt between two core methodologies, the deductive approach or the inductive approach. While the deductive approach relies on teaching grammar from rules, the inductive approach works on the presumption that when given a few examples, the learners are able to infer the rule themselves. The latter approach complies more with the orientation of this thesis, namely text-driven approach as well as cooperative and individual tasks focused on research and discovery-oriented exercises (all the approaches are referred to later in this chapter). As Thornbury points out, teaching grammar does not restrict only to rules and their successful application, it is partly determined by the study of forms possible in language and how words behave when co-occurring in the company of other words.¹³⁶

As we would probably expect, the scope of grammar agenda in CLIL lessons would not be that broad as in the language art classes and its subject focus usually gives preference to particular grammar such as preferred tenses or sentence structure. When it comes to History, we quite logically suppose that past simple/continuous and past perfect tenses occur most frequently in the input texts as well as in the students' output. Nevertheless, this need not be the case. One of the means of varying the grammar within the texts is to use miscellaneous authentic texts or texts reflecting the language in use. Another way of dealing with this potential problem might be adapting the text. By doing so, a teacher may, for example, present an extract

¹³⁶ Thornbury, Scott, *How to Teach Vocabulary*, Longman, 2002.

of a text transformed into direct speech referring to future conveyed by the immediate future tense,¹³⁷ or use an extract from a diary which expresses the author's future plans, fears etc.

The last thing that might be pointed out in the case of *Past Simple*, is the absence of teacher's notes. Along with textbooks, they may, however, be a very useful tool for teachers usually containing additional material necessary to master the given issues successfully. For this reason, the empirical part of this paper presents not only the created worksheets, but also corresponding teacher's notes explicating on the tasks, activities and approaches included in the worksheets.

4.2.1 The Materials Impact

Firstly, let me consider the criteria for the materials to achieve impact according to Tomlinson's list:¹³⁸

- a) *novelty*
- b) *variety*
- c) *attractive presentation*
- d) *appealing content*
- e) *achievable challenge*

All these points require a well-performed job from the material designers, seen from the perspective of learners. I believe that all these features are quite "naturally" achievable in our CLIL materials. Firstly, the criteria for *novelty*, which Tomlinson furthers specifies, for instance, as unusual topics, activities or illustrations,¹³⁹ are basically met simply thanks to the fact that CLIL is different from traditional language books and classes intended for general English learning. Topics copy authentic situations, in the case of history, historical events and development; in the case of biology, for example, how the human body works etc. Secondly, even *variety* standing for unexpected activities or the use of different text types, is achievable within CLIL classes. Besides narratives and extracts from historical biographies, historical sources comprise speeches, diaries, interviews, chronicles and annals, laws and enactments, poetry or novels as well as diverse manuals, postcards or letters. These are all rarely used in language textbooks. Text variations go hand in hand with various types of tasks and exercises

¹³⁷ I saw such example in: Lyter, Roy, *Learning and Teaching Languages through Content. A counterbalanced Approach*, Amsterdam: John Benjamins Publishing Company, 2007, p. 31.

¹³⁸ Tomlinson, 2010, p. 8.

¹³⁹ Ibid.

deriving from the language and the context. *Attractive presentation* referring to photographs and attractive colours, in other words, graphic design, is important for every book or written material. In History teaching, moreover, drawings and photographs represent a significant primary source from which we can elicit, for instance, period apparels, religious symbols, culture and habits. With regard to language teaching, moreover, different kinds of illustrations might clarify a debated issue, stand for an object of description, and last but not least, illustrations and effective graphics support retention and learning; it is especially helpful for visual learners. Fourthly, it is easily possible to present many historical topics in the form of *appealing content*. The content is, of course, restricted by the subject, however, differs substantially from language books. There are always some “interesting issues” and personal stories which may attract learner’s attention or some ways of presentation which help us achieve this. What is more, History is one of the subjects in which inter-subject relations naturally appear and develop. For instance, it is not possible to exclude culture, art, music, literature, architecture and drama because all these disciplines reflect a given period. Finally, we are left to discuss *achievable challenge* described by Tomlinson as the “*tasks which challenge the learners to think.*”¹⁴⁰ Fortunately, CLIL materials require the learners to think critically not only about the content, but also about the language used, which, in this case, is the skill CLIL students should achieve.

¹⁴⁰ Ibid.

5. Other didactic approaches to language teaching and methodology

5.1 Authenticity

Very likely, *authenticity* would be one of the words frequently encountered in a language teaching discourse. Some didacts emphasise the fact that textual materials standing for the majority of learners' reading input are contrived to help students learn the language, but do not reflect the language in use.¹⁴¹ As Tomlinson further argues, the success of the use of authentic materials is not always taken for granted, however, "*the potential value of authentic texts is only likely to be realized if the texts are relevant and engaging for the learners and if the learners' exposure is to a wide range of genres and text types.*"¹⁴² McGrath also draws on the definition of authentic texts¹⁴³ as those which are not primarily designed for the purpose of language teaching and therefore can include materials such as newspaper articles, public announcements and many others.¹⁴⁴ He further raises the issue of any kind of text adjustment stretching from cutting out a newspaper article leading to the loss of its visual context, to editing the chosen text (simplifying the language and its structures).

If we define authentic texts as those "*not written especially for language purposes*"¹⁴⁵, then any texts aimed at information passing and provision, should be potentially considered authentic. Therefore, regarding our focus, we can count among them the texts that were written especially for history learning purposes. Texts designed for content subjects teaching are usually abbreviated or adapted. However, this is because their objective is to pass forward a certain amount of information within limited space. The advantage of History as a subject is that the amount of authentic materials (among which we count primary sources as well as secondary sources, videos, films, audio materials) is huge.

Here we must distinguish between primary and secondary sources, in which case, both are meant to be authentic materials. Primary sources, for example, stand definitely for authentic texts, they, however, reflect the language and content-specific vocabulary depending on the period they were written or recorded in. They stand for sources recorded mostly at the time of given events or some time later and are usually provided by agents or participants of the given events. Secondary sources such as a historical bibliography, on the other hand, present results

¹⁴¹ Maley, Alan and Tomlinson, Brian (eds.), *Authenticity in Materials Development for Language Learning*, Cambridge Scholar Publishing, 2017, p. 2.

¹⁴² Ibid.

¹⁴³ By the term „text“, I mainly refer to written sources used in the worksheets. These may include transcriptions etc. (i.e. written form of spoken language).

¹⁴⁴ McGrath, p. 104.

¹⁴⁵ Tomlinson, Brian (ed.), *Developing Materials for Language Teaching*, Second Edition, London: Bloomsbury, 2013, p. 6.

of research based on primary sources and bring present analysis and synthesis. They reflect the (academic) language of historical style and consist of a lot of subject-specific vocabulary, again dependent on the topic and period (a paper dealing with 14th-century monasteries may distinguish monks, mendicant religious orders or regulars), as well as metalanguage typical of this style and discourse. Non-authentic texts, in the context of this thesis, therefore, are those developed especially for the purposes of textbooks. The way I call these texts authentic refers to, first, their origin at the time of the event or its record some time later, i.e. primary sources; second, texts used in the field (such as secondary sources including articles, bibliographies), novels, and the audio-visual material already mentioned. In this thesis, these criteria are viewed from the perspective of History teaching and are in accordance with the definition emphasising the fact that they are not primarily written for the purposes of language teaching.

On the other hand, Tomlinson emphasises the definition of an authentic text as having been produced in order to communicate rather than to teach.¹⁴⁶ This feature does not necessarily have to refer to the language aspects of our worksheets (i.e. communication as a language output objective), but also to History classes objectives, and undoubtedly to CLIL's communication principle. Naturally, such texts interconnect the "need" to think critically as well as to produce the language. When analysing a written text, we study not only the content, but also the language reflecting speaker's voice and attitude and the way he achieves it. In the produced worksheets, the texts therefore stand for language input, content input; a tool inducing thinking, emotions and the process of personal opinion development.

The issue of whether any kind of adjustment makes a text inauthentic will not be considered here. Provided that any text abbreviated or adapted in any way were considered inauthentic, I would not have to discuss this topic. For the sake of space, it is impossible to use the chosen materials in all their breadth, therefore I do not consider text adaptation, which also includes shortening or presenting only a fraction of them, as a label of inauthenticity. Such alterations are deemed necessary and natural. Needless to say, that the definitions given above were given by researchers in language teaching, however, we know that CLIL method puts these criteria into a slightly different position. On these grounds, the written texts used must meet the requirements of the content subject and be enriching, analysable and suitable when it comes to language learning.

¹⁴⁶ Tomlinson, Brian, "Materials development for language learning and teaching", *Language Teaching: Surveys and Studies*, Vol. 45, No. 2 (2012), pp. 143–179.

5.2 The role of texts

At this point, we can make a direct link to some chosen requirements on materials that will be profitable for CLIL materials, also as referred to by Tomlinson:¹⁴⁷

- Materials should achieve impact (through novelty, variety, surprise, bizarreness, attractive presentation and appealing content)
- Materials should help the learners to develop confidence (e.g. through ‘pushing’ learners slightly beyond their existing proficiency by involving them in tasks which are challenging but achievable)
- Materials should require and facilitate learner self-investment (e.g. through giving learners responsibility for making decisions and through encouraging them to make discoveries about the language for themselves)

To select suitable texts for each worksheet, we can choose materials based on the predefined language input, grammar agenda or the subject matter of English lessons curricula, or we can do this by establishing this on the content topic. However, the first strategy seems to be rather complicated. It proves more efficient to develop tasks on the chosen text. After it has been found suitable, grammatical rules and vocabulary should be, based on the text, elicited, and identified, as *“it is obviously much more effective to teach language features which have first been experienced by the learners in engaging texts than to impose ‘unengaging’ texts on learners just because they illustrate predetermined teaching points.”*¹⁴⁸

Another criterium related to text selection is text-types, as students should be exposed to a wide range of them, as in their lives they would hardly encounter only novels or newspaper articles, but also manuals, timetables, dictionaries, guidebooks and many others. Fortunately, there are almost no limits in this respect. History can be illustrated through novels, diaries, signs, laws, manuals, travelogues, newspapers, advertisements, chronicles, bills, speeches, letters and many others, which, at the same time, reflect the language in use and provide linguistic variety in terms of style, grammar, or vocabulary. The only problem might be the present use of the language. It can be solved by giving equivalents of current language in use or simply ignored by the fact that CLIL classes should not completely replace language classes, but should serve as their complement and a tool of acquiring and learning language more effectively with an emphasis on critical thinking, developing fluency and confidence in language use, but not accuracy. Additionally, such problems might arise (only) when we discuss

¹⁴⁷ Tomlinson, B. (ed.), *Developing Materials for Language Teaching*, 2013, p. 28.

¹⁴⁸ Tomlinson, B. (ed.), *Developing Materials for Language Teaching*, 2013, p. 100.

periods such as the middle ages or the modern era, not to such extent in the case of contemporary history. This, however, regards mainly primary sources. In contrast, the current language is mediated by the teacher, instructions or secondary sources.

The following list concludes the role of written texts within the materials:

- Serve as the main input of content subject information and of language
- There are tasks related to previous/core texts
- Should be language-system oriented and thereby develop general language proficiency¹⁴⁹
- Should be language-skill oriented and thereby develop general comprehension as well as specific skills¹⁵⁰
- Should be chosen based on the content
- Should be authentic, in other words, should not be invented by the teacher according to the “classical models of textbook texts” primarily intended for language learning
- Should illustrate different text-types
- Should serve as a model for writing tasks, in other words should facilitate production
- Should trigger critical thinking and overall thinking about the text – its structure, speaker’s attitude and the ways of expressing it
- Should serve as one of the sources of learner’s arguments
- Should be suitable for inductive approach – students are able to infer some rules from language exemplified there as well as the main ideas of the texts
- Is a convenient model for vocabulary learning – student can see how words behave in context
- Primary as well as secondary sources are represented

This paper hereby inclines to text-based and text-driven approaches. Whereas the first one focuses on linguistic richness of a text, so it is analysable, Tomlinson also speaks of a text-driven approach. Putting emphasis on written sources, I am concerned that this approach perfectly fits the objectives of this paper. The essence of text-driven approach is as follows:

Text-driven approaches to materials development for language learning are those in which units of materials are driven by potentially engaging written, spoken or visual texts rather than by pre-selected teaching points. The objective is to engage learners affectively and cognitively (i.e. to stimulate them to feel and think) through experiencing and responding personally to the text prior to using it to drive production activities and as a basis for

¹⁴⁹ McGrath, p. 109.

¹⁵⁰ Ibid.

*discovery activities. The underlying principles include exposure to language in use, affective and cognitive engagement, use of language for communication and opportunities for learner's discovery.*¹⁵¹

The key to this approach is that a text selected because of its attractivity and not based on the pre-defined teaching objectives, has the potential to engage the learners to a larger extent and thereby achieve the possible educational value. This study, as many others, relies on “ideal learners” in the sense that they would be interested in given topics and contribute to the creation of a cooperative environment. Nevertheless, not everyone might be interested in the particular subject or some of its topics, however, everyone might be able to express their opinion on a discussed issue. This is what a task-driven approach is aimed at. By provoking some emotional response to the texts, students achieve communication in and learning of a foreign language, moreover, this interest may lead to the motivation for making further discoveries.

The gist of the importance of reading skill is quite evident. Reading is well-combinable (and should be combined) with other skills, i.e. writing, speaking and listening. Texts are quite naturally followed by various tasks and represent well-adaptable materials. Such structure of the worksheets should develop the skill of text analysis, both based on comprehension and linguistic level. The emphasis is therefore put on the understanding of the meaning of the whole text, namely top-down approach, as well as to the analysis of language in detail, in other words bottom-up approach.

5.3 Language Awareness

Several researchers have spoken in favour of learning activities that require learners to make discoveries and invest some time in research.¹⁵² As Tomlinson argues: *“It would seem that learners profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centred discovery activities.”*¹⁵³ This refers to Language Awareness approach in EFL. Bolitho et al. points out to the fact that *“Language Awareness is not taught by the teacher or by the coursebook; it is developed by the learner. Language Awareness is an internal, gradual, realization of the realities of language*

¹⁵¹ Tomlinson, Brian, “Text-Driven Approaches to Task-Based Language Teaching”, in: *Folio*, Vol. 18, No. 2 (2018), p. 4.

¹⁵² For example Bolitho and Tomlinson (1995); Bolitho et al. (2003), Tomlinson (1994a, 2007) and Wright and Bolitho (1993).

¹⁵³ Tomlinson, B., 2010, p. 12.

use. It is driven by the positively curious learner paying conscious attention to instances of language in an attempt to discover and articulate patterns of language use."¹⁵⁴

The gist of this approach is in the opposition to teaching styles which prefer providing students with explicit information. At this point, it is possible to link this to thinking and processes within History education, such as using some kind of heuristics or students' research (like in the Project-based learning). Furthermore, as Masuhara claims, "*Language Awareness Approaches are essentially inductive.*"¹⁵⁵ The preference of such approaches seems to be a logical choice when it comes to CLIL method and the specific combination of the subjects chosen for the focus of this thesis. Actually, what these approaches share with CLIL is a learner-focused orientation. In other words, the ability to read texts critically in terms of language, content and their context is deemed a shared value of this thesis. Carter considers Language Awareness inseparable from text awareness¹⁵⁶ which enables us to go beyond the explicit meaning.¹⁵⁷

By seeing Language Awareness as a meaningful tool in language classes, teachers can help the learners understand the text more comprehensively. Not necessarily this has to be focused only on more proficient learners, but lower-level students may make use of their mother tongue when, for example, expressing their feelings about the target language.¹⁵⁸ As Bolitho illustrates it, asking the learners "*‘What is the overall message of the text?’ and ‘whose interests are served by this text?’ are more valid awareness-raising questions than ‘Why is this tense incorrect in line 9?’*"¹⁵⁹

5.4 The Process of Materials Development

Before authors embark on designing teaching materials, they need to decide which principles of language acquisition are going to be crucial for them and develop a framework, so their work is effective.¹⁶⁰ It proves efficient and useful to outline some key components of the subsequent process. Let me therefore summarize and repeat the principles that these CLIL

¹⁵⁴ Bolitho, R., R. Carter, R. Hughes, R. Ivanic, H. Masuhara and B. Tomlinson, "Ten questions about language awareness", in: *ELT Journal*, Vol. 57, No. 2 (2003), p. 252.

¹⁵⁵ *Ibid.*

¹⁵⁶ Bolitho, R., R. Carter, R. Hughes, R. Ivanic, H. Masuhara and B. Tomlinson, "Ten questions about language awareness", in: *ELT Journal*, Vol. 57, No. 2 (2003), p. 253.

¹⁵⁷ Bolitho, R., R. Carter, R. Hughes, R. Ivanic, H. Masuhara and B. Tomlinson, "Ten questions about language awareness", in: *ELT Journal*, Vol. 57, No. 2 (2003), p. 252.

¹⁵⁸ Bolitho, R. et al. (2003), p. 257.

¹⁵⁹ *Ibid.*

¹⁶⁰ Tomlinson, B., *Principles and procedures of materials development*, in: Harwood, Nigel (ed.), *Materials in ELT: Theory and Practice*, Cambridge: Cambridge University Press, 2010.

materials follow before I proceed to the stages of the process itself as they were established by David Jolly and Rod Bolitho.

Firstly, CLIL itself is defined as an approach in pedagogy and creates an umbrella framework of the materials. Its main objectives should be reflected in the materials structure and the conception of students' tasks and practice:

- CLIL as the established framework:
 - 1. Lesson's framework is based around the 4Cs approach¹⁶¹
 - 2. The presence of scaffolding is included
 - 3. Language is considered in three categories: the language of learning, language for learning and language through learning¹⁶²
 - 4. The focus is distributed among the content and the language
 - 5. There is no single CLIL pedagogy¹⁶³

The first point emphasises the importance of integrating the four building blocks of CLIL. Content (subject), as has been mentioned, is the determinant of the topic which also involves the choice of suitable texts. Communication should take place based on the topic, fostered by the teachers as well as the materials. In order to provoke students' reactions, we need to ask the right questions and design tasks that would trigger students' learning and using the language. Not least decisive is the choice of texts and tasks which along with the teaching style lead the students to the skill of analysis and thinking processes. Ideally, successful teaching and learning of these should also encourage the students to develop intercultural understanding. The principle of culture is based on a complex relationship between cultures and languages. Sometimes when studying a foreign language, learners also realize the nature of their mother tongue and the ways of how languages work.

Due to its notion of intersubjectivity and emphasis on mental processes and realizations, CLIL in this combination touches upon a number of issues. To achieve content objectives, language objectives as well as the 4Cs ones, one must also use other methods – such as approaches in History teaching already summarized and language teaching approaches as well. Text-driven and text-based approaches are quite central in this paper; however, we can make a link to some others:

- Direct approach

¹⁶¹ Coyle, Do et al., p. 86.

¹⁶² Coyle, Do et al., p. 86.

¹⁶³ Coyle, Do et al., p. 109. This issue is reflected in the final chapter.

- Communicative approach (following also from the 4Cs principles above)
- Inductive approach
- Language Awareness approach¹⁶⁴
- Discovery activities

Direct approach refers to a method in L2 studies which speaks in favour of monolingual approach to teaching,¹⁶⁵ turning its stakeholders into the opponents of grammar-translation method. It is believed that in direct method, vocabulary can be taught through, for example, demonstration or pictures. I am mentioning this approach, as the materials themselves use only English (but for one exception), on the other hand, it depends on the teacher which other methods he adopts. In this paper, this method is recommended to be used, however, it is advised that the teachers check the understanding by using translation, as it is extremely important that terms and subject-specific vocabulary are well-understood. In order to make sure the students understand the new vocabulary, it proves efficient to use Czech, which is not contrary to CLIL principles.

Communicative approach does not limit language teaching to grammar, but also stresses the functions and language use. Its objective is communication which is also one of the CLIL's pillar principles.

As it has been suggested, inductive method is compatible with all the approaches, as it relies on the ability of learners to infer some rules from given examples as opposed to deductive method which starts with the presentation of the rules. Again, the choice depends on the teacher, however, in this paper, inductive approach is preferred and worked with. It complies with the discovery-oriented tasks and the emphasis on critical thinking processes.

Since CLIL is rather a student-centred approach, the tasks must be designed in the way, so they cover pair exercises, group work, individual tasks or cooperative learning. This should be reflected in the task types and students' outputs – presentations and research.¹⁶⁶ When designing text- and other sources related activities and tasks, it is necessary to define how the students shall achieve the aims of individual activities, whether individually or employed in any kind of cooperation.

¹⁶⁴ Has been commented on in Chapter 5.3.

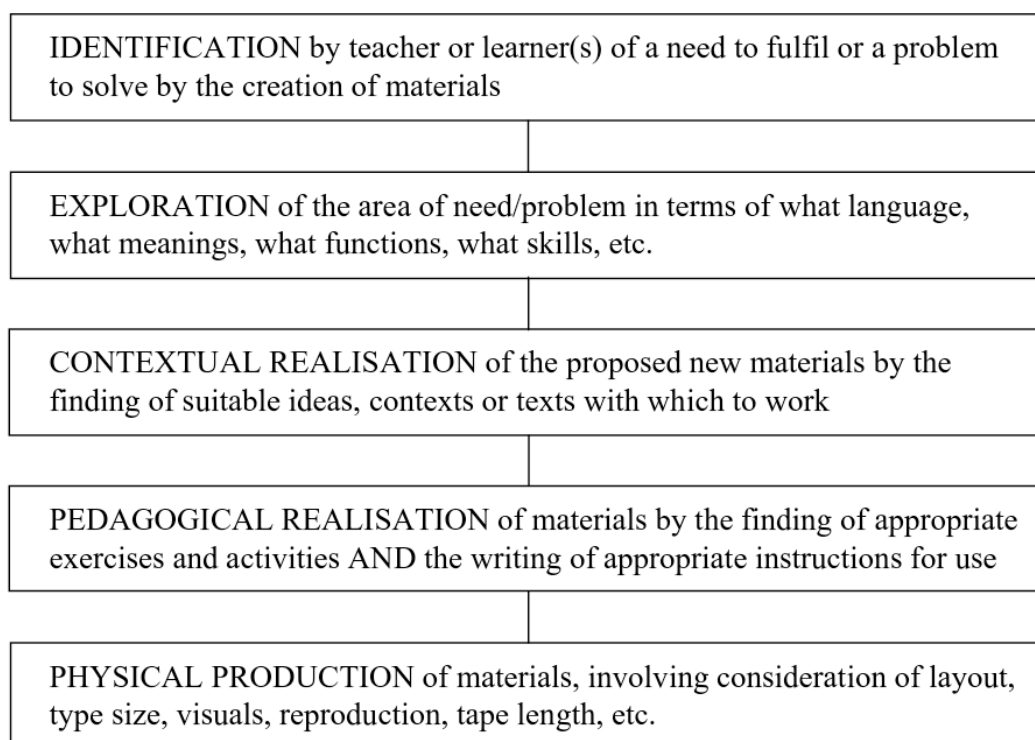
¹⁶⁵ For example: Richards, Jack C. and Rodgers, Theodore S., *Approaches and Methods in Language Teaching*, Cambridge: CUP, 1986; Thornbury, Scott, *How to Teach Grammar*, Longman, 1999; Thornbury, Scott, *How to Teach Vocabulary*, Longman, 2002; Harmer, Jeremy, *How to Teach English*, Longman, 1998.

¹⁶⁶ Coyle, Do, 2010, p. 88.

To focus on the Framework of materials development, according to Jolly and Bolitho,¹⁶⁷ there are five important steps which are displayed below in a form of a flow-diagram arranged as a sequence of activities a teacher or a writer need to go through.

The process of materials writing

Figure 5.1



↪ USE in the classroom

Figure five: Jolly, David and Bolitho, Rod, “A framework for materials writing”, in: Tomlinson, Brian (ed.), *Materials Development in Language Teaching*, 2nd edition, Cambridge: CUP, 2010, p. 112.

To elaborate on this figure, I will comment on individual points and link them to how these aspects can be reflected in CLIL materials specifically. The first one of them, *identification*, appears as a reaction to learners’ needs and can be influenced by several factors such as their occupation, what they are going to use the language for and in what environment, culture, at what age or for what hobbies. This is, however, a general overview. Sometimes, learners need more detailed or comprehensive grammar explanation than it is provided by their coursebook. In the case of this paper, as I have argued, the problem lies in the lack of materials we partly mean to supply, therefore, we observe the issue from a teachers’ perspective. Only

¹⁶⁷ Jolly, David and Bolitho, Rod, “A framework for materials writing”, in: Tomlinson, Brian (ed.), *Materials Development in Language Teaching*, 2nd edition, Cambridge: CUP, 2010, p. 112.

after some usable materials are available, the next step may involve the learners as active participants in this process of identifying some gaps in materials and their consequent elaboration.

The process of *exploration* covers certain part of this thesis, as it refers to the step of carrying necessary research whether it means to do some linguistic or semantic explorations or finding detailed context for a particular linguistic issue. With regard to this paper, the research is based on exploration of the materials development processes, study of principles of teaching of both chosen subjects, defining the structure and objectives and research aiming at effective integration of all these issues. To successfully get through this process, I need to consult studies on materials development for the general process, books on CLIL for the background and the method's principles, theoretical background for approaches to History teaching and teaching English as L2.

By including the step of *contextual realization*, the authors refer to a non-linguistic issue. They imply that if the materials' objectives include the idea of engaging the students, they need to consider, to some extent, the culture where teaching is taking place or should correspond to students' interests. When it comes to topics, the scope of our materials is limited by the content subject, however, *contextual realization* may be reflected in "personalised" questions, in other words those which try to introduce each topic by brainstorming what students already know about it, whether they come across similar issues in their country etc. as it is illustrated in the *Past Simple* textbook. Students' interest may be reflected in the writing tasks in which they can be given freedom in terms of what specific issue they are going to deal with and which genre they are going to choose. Again, such ideas are rather hypothetical and aim at suggesting some ways of how to foster engagement and motivation. Ideally, this step requires the authors or teachers to be familiar with the learners. It also includes the choice of suitable texts and materials – these may include historical biographies and online sources to find information as well as suitable texts and audio-visual materials and grammars, online sources and language textbooks to create meaningful and useful exercises

The gist of a successful *pedagogical realization* lies in clear instructions. In this part of the process, it is especially important to keep in mind what the objectives of given worksheets, exercises and tasks are, and base their realization on that. For this reason, as part of this process I would also suggest establishing clear objectives of individual worksheets, tasks and exercises.

It suffices to say that *physical production* usually creates the first impression of the presented materials. Colours or letters in bold serve for a better orientation of the learner and

create a “hierarchy of importance”. Pictures, on the other hand, do not only stand for an “accessory”, but may become the object of description, elicitation or analysis. Nor is it less important that graphic realization is a strategy aimed at visual learners.

The processes are summarized in the following figure:

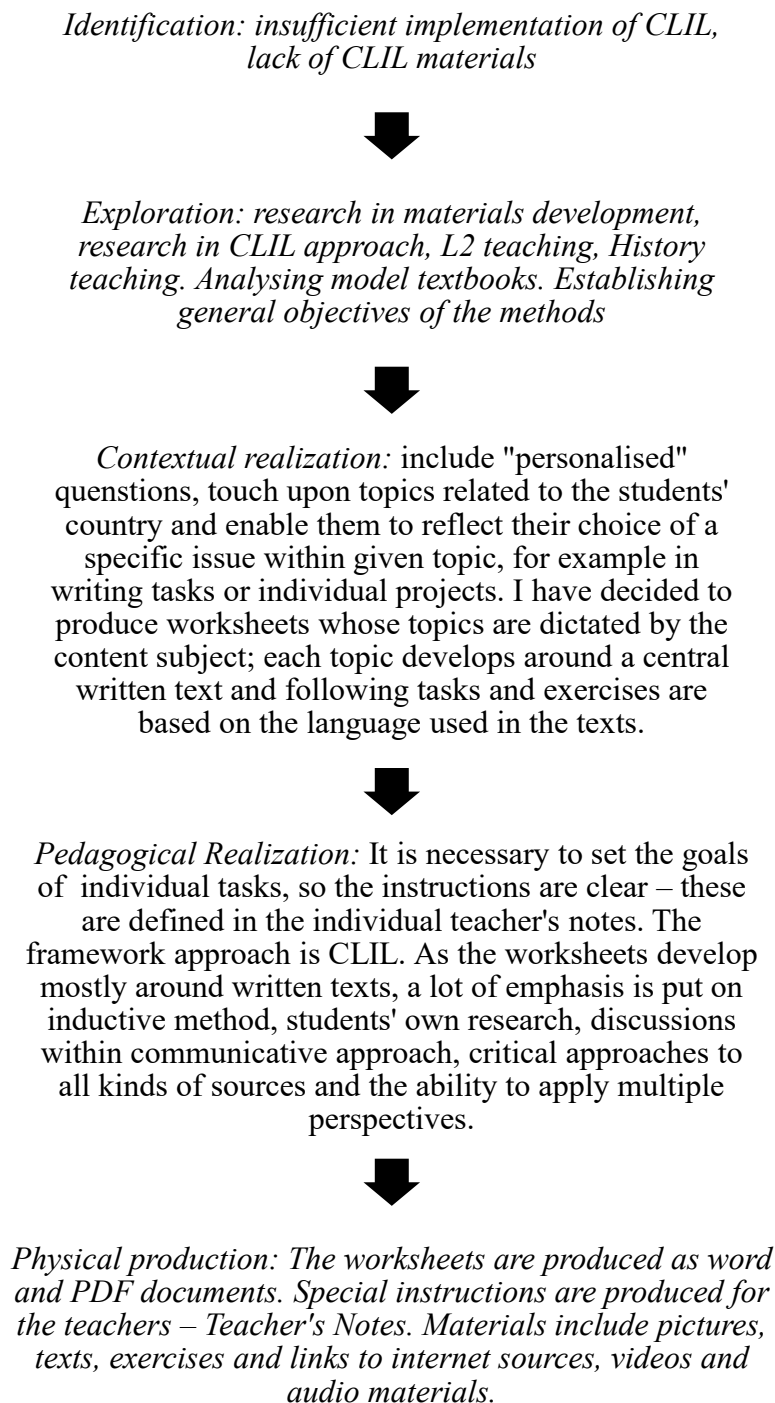


Figure six

5.5 Summary

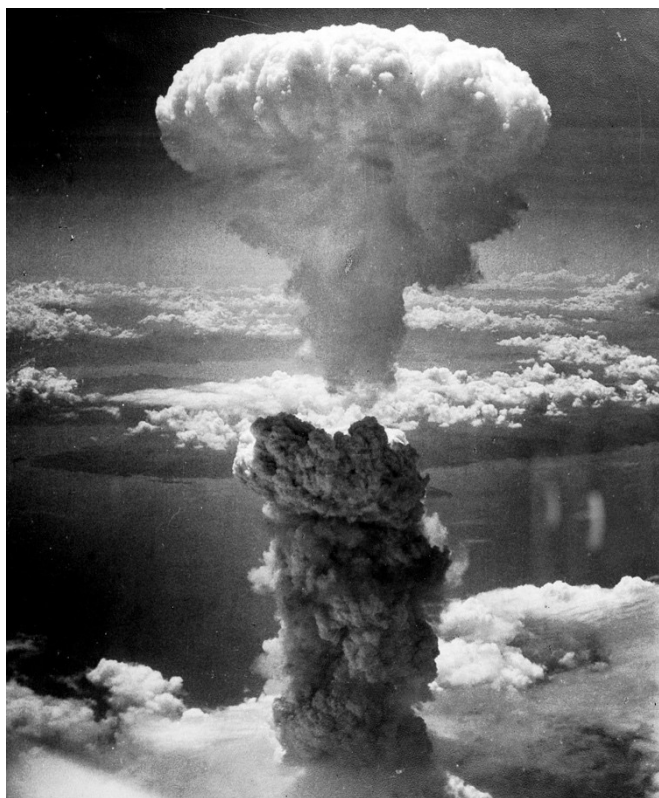
As I have outlined in the previous chapter on didactic approaches to History, in the designed materials, it is my intention to avoid the focus on teacher. Not only is it a principle of CLIL approach, but it also reflects today's ideal standard of L2 classes. This paper also speaks in favour for such student-focused approach to be implemented in History classes where, undoubtedly, the traditional form of teacher-centred lessons still prevails. In order to achieve this arrangement of lessons, I have stressed written texts as an implement, which provides students with introduction to the topic, knowledge and information, language in use, language in its co-text and context as well. To think about the texts within all these dimensions, learners naturally need to think critically and learn how to express their feelings and opinions. As it is merely impossible for the materials to supply all the information, extension tasks open space for students' own research. As an advantage, this seems to lead to the increase of their motivation and better retention which proves advantageous for the learners. For these reasons, this chapter explicated mainly on approaches to and roles of texts and written sources observed from different perspectives including also the issue of authenticity. Finally, I have presented a conclusion of principles, objectives and approaches suitable for the final worksheets as well as model framework of processes in materials developments. I have completed the general framework with specific steps corresponding to the issue of this paper.

6. Empirical part – Worksheet I

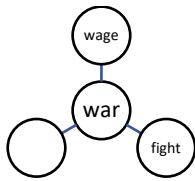
6.1 Worksheet I Student A

The Aftermath of the WWII and the Beginning of Cold War

1. What do you think these photos depict?



2. Groupwork: Draw a mind map and brainstorm as many words/ideas as you can that you associate with *war*.



3. On 5th February 1946, Winston Churchill delivered a very famous and salient speech at Westminster College in Fulton, Missouri. This event is seen as the beginning of a new era and usually connected with the beginning of Cold War.

A shadow has fallen upon the scenes so lately lighted by the **Allied** victory. Nobody knows what Soviet Russia and its Communist international organization intends to do in the immediate future, or what are the limits, if any, to their expansive and **proselytizing** tendencies. I have a strong **admiration** and **regard** for the **valiant** Russian people and for my wartime **comrade** Marshall Stalin. There is deep **sympathy** and **goodwill** in Britain – and I doubt not here also – towards the peoples of all the Russians and a resolve to **persevere** through many differences and **rebuffs** in establishing lasting friendships. We understand the Russian need to be secure on her western frontiers by the removal of all possibility of German aggression. We welcome Russia to her rightful place among the leading nations of the world. We welcome her flag upon the seas. Above all, we welcome, or should welcome, constant, frequent and growing contacts between the Russian people and our own people on both sides of the Atlantic. It is my duty however, for I am sure you would wish me not to state the facts as I see them to you. It is my duty to place before you certain facts about the present position in Europe.

From Stettin in the Baltic to Trieste in the Adriatic *an iron curtain* has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in some cases, increasing measure of control from Moscow. Athens alone – Greece with its immortal glories – is free to decide its future at an election under British, American and French **observation**. The Russian-dominated Polish Government has been encouraged **to make** enormous and wrongful **inroads** upon Germany, and mass **expulsions** of millions of Germans on a scale **grievous** and undreamed-of are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to **pre-eminence** and power far beyond their numbers and are **seeking** everywhere to **obtain** totalitarian control. Police governments are **prevailing** in nearly every case, and so far, except in Czechoslovakia, there is no true democracy.

Glossary

Allied /'ælaid/	connected with countries that unite to fight a war together, especially the countries that fought together against Germany in the First and Second World Wars
proselytize /'prɒsɪlɪˌtaɪz/	to try to persuade other people to accept your beliefs, especially about religion or politics
admiration /ˌædmə'reɪʃn/	a feeling of respect and liking for somebody/something
regard /rɪ'gɑ:d/	respect or admiration for somebody
valiant /'væliənt/	very brave or determined
sympathy /'sɪmpəθi/	the feeling of being sorry for somebody; showing that you understand and care about somebody's problems
goodwill /ˌɡʊd'wɪl/	friendly or helpful feelings towards other people or countries
persevere /ˌpɜ:sə'veɪə(r)/	to continue trying to do or achieve something despite difficulties
rebuff /rɪ'bʌf/	to refuse a friendly offer, request or suggestion in an unkind way
observation /ˌɒbzə'veɪʃn/	the act of watching somebody/something carefully for a period of time, especially to learn something
to make inroads (into/on sth.)	if one thing makes inroads into another, it has a noticeable effect on the second thing, especially by reducing it, or influencing it
expulsion /ɪk'spʌlʃn/	the act of forcing somebody to leave a place
grievous /'ɡri:vəs/	very serious and often causing great pain or suffering
pre-eminence /ˌpri:'emɪnəns/	the quality of being more important, more successful or of a higher standard than others
seek /si:k/	to look for something/somebody
obtain /əb'teɪn/	to get something, especially by making an effort
prevail /pri'veɪl/	to exist or be very common at a particular time or in a particular place

4. Use an atlas and find the cities Churchill is naming in the speech. Mark them on the map. Try to draw the line separating the countries behind the *iron curtain* and the rest of Europe. What other information can you infer from the map?



VOCABULARY AND GRAMMAR

WORKING WITH THE TEXT

5. Complete the following box with suitable words and practice the new vocabulary from the article. The first example has been completed for you:

Nouns	Verbs	Adjectives
<i>difference</i>	<i>differ (from)</i>	<i>different</i>
	tend to	tendentious
sympathy		
		admirable, admiring (of)
	light (lit, lit)	light
removal		
		growing
	observe	observant
expulsion		—

6. Find the sentences in which any form of these words is used in Churchill's speech and pay attention to the cotext (i.e. prepositions, matching words etc.) and to context (i.e. why is Churchill using these words?)

7. PRESENT PERFECT

- a) In the speech, underline the present perfect tense.
b) Discuss the difference between the following sentences:

John lived in Paris for ten years.

John has lived in Paris for ten years.

- c) Simple present perfect expresses the following meanings:

1) STATE LEADING UP TO THE PRESENT

Have you known my sister for long?

2) INDEFINITE EVENTS IN A PERIOD LEADING UP TO THE PRESENT

Have you (ever) been to Florence?

3) HABIT (an event which was repeated) IN A PERIOD LEADING UP TO THE PRESENT

The province has suffered from disastrous floods throughout its history.

- d) Try to classify the sentences where Churchill uses present perfect and explain why he uses this tense.

8. Which pronoun is Churchill using to refer to Russia? Why do you think it is so?

These expressions may help you: There she is! The most luxurious car ever made! | What do you call your boat? I call her Mary. | Prague is a beautiful city. Sometimes people call her the Paris of the 1920s.

STUDENT A

9. Extension WINSTON CHURCHILL

Use books or the internet to complete the information about Winston Churchill:



photo from circa 1900

Winston Churchill was born in on 30th November 1874 to a wealthy family. His mother was born in America and his father was In the 1890s, he started his m..... career when he was accepted as a cadet in the cavalry and a year later became a lieutenant in the 4th (**Queen's Own**) **Hussars**. At the time, he was on duty in I....., which was called the jewel in the crown of the British Empire. He also worked as a war correspondent and reported, for example, on the Boer War in south during which he was captured. In Britain, he became member of parliament (MP) at the age of 25. He also sat as a member of the party in the House of Commons, however, in 1904 he **crossed the floor** and took a seat on the benches. Churchill's political career was striking. Between 1910-1911 he held the office of **home secretary**, and in 1911 he was appointed the First; later he took up the office of the **Secretary of State** for and and in 1921 he became Secretary of

State for the Another change of Churchill's party affiliation came in 1924, when he rejoined the Conservatives. Being a witness of the dramatic changes in the 1920s and 1930s, Churchill warned against the danger of Nazi and Adolf and he later proved to be right. However, the most important task and challenges lied ahead of Churchill.

(The **4th Queen's Own Hussars** was a cavalry regiment in the British Army, first raised in 1685./ **cross the floor**=to leave one's current party and join another; to vote against the common trend in one's political party/
home secretary=ministr vnitra, vnitřní bezpečnosti/ **Secretary of State**=ministr zahraničí)

10. a) Can you describe the photo of young Churchill to your partner? Do you think this is the typical depiction of Churchill? Ask your partner to describe her/his photo and compare them.

b) What was Churchill's life like after the World War II broke out? Ask your partner.

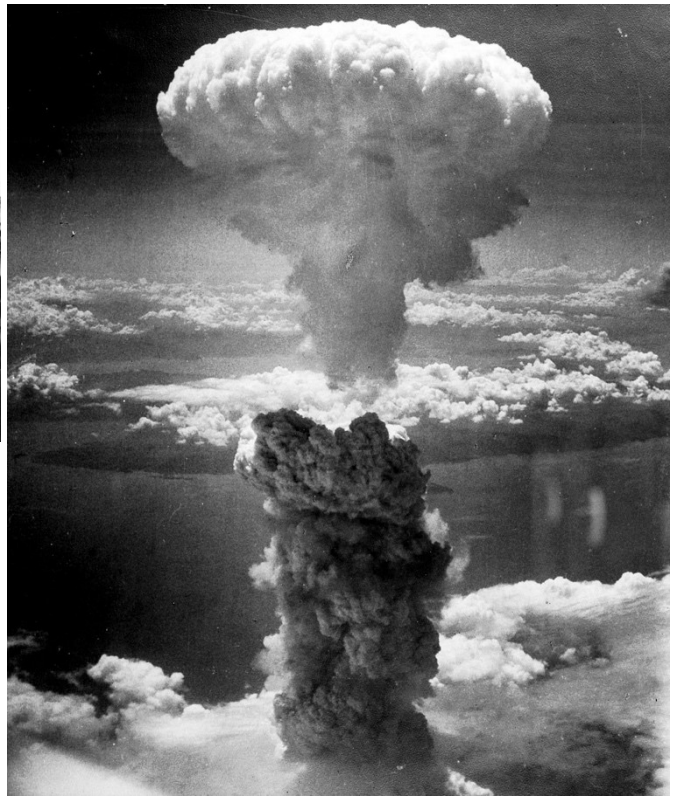
11. Writing (one page):

- Write a short essay about Churchill's speech in Fulton (include, for example, a description of the language he uses; dangers he is warning against; the reason why he was delivering the speech – what the post-war world was like).
- Watch the film the Darkest Hour about Churchill and write a short review.
- Find out more information about the beginnings of Cold War and write a short essay including the information you found.

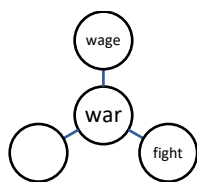
6.2 Worksheet I Student B

The Aftermath of the WWII and the Beginning of Cold War

0. What do you think these photos depict?



1. Groupwork: Draw a mind map and brainstorm as many words/ideas as you can that you associate with *war*.



2. On 5th February 1946, Winston Churchill delivered a very famous and salient speech at Westminster College in Fulton, Missouri. This event is seen as the beginning of a new era and usually connected with the beginning of Cold War.

A shadow has fallen upon the scenes so lately lighted by the **Allied** victory. Nobody knows what Soviet Russia and its Communist international organization intends to do in the immediate future, or what are the limits, if any, to their expansive and **proselytizing** tendencies. I have a strong **admiration** and **regard** for the **valiant** Russian people and for my wartime **comrade** Marshall Stalin. There is deep **sympathy** and **goodwill** in Britain – and I doubt not here also – towards the peoples of all the Russians and a resolve to **persevere** through many differences and **rebuffs** in establishing lasting friendships. We understand the Russian need to be secure on her western frontiers by the removal of all possibility of German aggression. We welcome Russia to her rightful place among the leading nations of the world. We welcome her flag upon the seas. Above all, we welcome, or should welcome, constant, frequent and growing contacts between the Russian people and our own people on both sides of the Atlantic. It is my duty however, for I am sure you would wish me not to state the facts as I see them to you. It is my duty to place before you certain facts about the present position in Europe.

From Stettin in the Baltic to Trieste in the Adriatic *an iron curtain* has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in some cases, increasing measure of control from Moscow. Athens alone – Greece with its immortal glories – is free to decide its future at an election under British, American and French **observation**. The Russian-dominated Polish Government has been encouraged **to make** enormous and wrongful **inroads** upon Germany, and mass **expulsions** of millions of Germans on a scale **grievous** and undreamed-of are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to **pre-eminence** and power far beyond their numbers and are **seeking** everywhere to **obtain** totalitarian control. Police governments are **prevailing** in nearly every case, and so far, except in Czechoslovakia, there is no true democracy.

Glossary

Allied /'ælaid/	connected with countries that unite to fight a war together, especially the countries that fought together against Germany in the First and Second World Wars
proselytize /'prɒsɪlɪˌtaɪz/	to try to persuade other people to accept your beliefs, especially about religion or politics
admiration /ˌædmə'reɪʃn/	a feeling of respect and liking for somebody/something
regard /rɪ'gɑ:d/	respect or admiration for somebody
valiant /'væliənt/	very brave or determined
sympathy /'sɪmpəθi/	the feeling of being sorry for somebody; showing that you understand and care about somebody's problems
goodwill /ˌɡʊd'wɪl/	friendly or helpful feelings towards other people or countries
persevere /ˌpɜ:sə'veɪə(r)/	to continue trying to do or achieve something despite difficulties
rebuff /rɪ'bʌf/	to refuse a friendly offer, request or suggestion in an unkind way
observation /ˌɒbzə'veɪʃn/	the act of watching somebody/something carefully for a period of time, especially to learn something
to make inroads (into/on sth.)	if one thing makes inroads into another, it has a noticeable effect on the second thing, especially by reducing it, or influencing it
expulsion /ɪk'spʌlʃn/	the act of forcing somebody to leave a place
grievous /'ɡri:vəs/	very serious and often causing great pain or suffering
pre-eminence /ˌpri:'emɪnəns/	the quality of being more important, more successful or of a higher standard than others
seek /si:k/	to look for something/somebody
obtain /əb'teɪn/	to get something, especially by making an effort
prevail /pri'veɪl/	to exist or be very common at a particular time or in a particular place

3. Use an atlas and find the cities Churchill is naming in the speech. Mark them on the map. Try to draw the line separating the countries behind the *iron curtain* and the rest of Europe. What other information can you infer from the map?



VOCABULARY AND GRAMMAR

WORKING WITH THE TEXT

4. Complete the following box with suitable words and practice the new vocabulary from the article. The first example has been completed for you:

Nouns	Verbs	Adjectives
<i>difference</i>	<i>differ (from)</i>	<i>different</i>
	tend to	tendentious
sympathy		
		admirable, admiring (of)
	light (lit, lit)	light
removal		
		growing
	observe	observant
expulsion		—

5. Find the sentences in which any form of these words is used in Churchill's speech and pay attention to the cotext (i.e. pay attention to prepositions, matching words etc.) and pay attention to context (i.e. why is Churchill using these words?)

6. PRESENT PERFECT

- e) In the speech, underline the present perfect tense.
f) Discuss the difference between the following sentences:

John lived in Paris for ten years.

John has lived in Paris for ten years.

- g) Simple present perfect expresses the following meanings:

4) STATE LEADING UP TO THE PRESENT

Have you known my sister for long?

5) INDEFINITE EVENTS IN A PERIOD LEADING UP TO THE PRESENT

Have you (ever) been to Florence?

6) HABIT (an event which was repeated) IN A PERIOD LEADING UP TO THE PRESENT

The province has suffered from disastrous floods throughout its history.

- h) Try to classify the sentences where Churchill uses *present perfect* and explain why he uses this tense.

7. Which pronoun is Churchill using to refer to Russia? Why do you think it is so?

These expressions may help you: *There she is! The most luxurious car ever made! | What do you call your boat? I call her Mary. | Prague is a beautiful city. Sometimes people call her the Paris of the 1920s.*

STUDENT B

9. Extension WINSTON CHURCHILL

Use books or the internet to complete the information about Winston Churchill:



Photo from 1941

In September, Britain declared war on and Churchill was appointed First Lord of Admiralty and thus became member of the cabinet of Neville During the first eight months of the war, there were almost no military land operations on the Western front, and due to this the period is referred to as the

In May 1940, Churchill succeeded Neville as He endeavoured to encourage the nation and in one of his speeches said: "I have nothing to offer but blood, **toil**, tears, and sweat," and led the country to the Battle of Britain. It was a military campaign taking place in the air, in which the Royal (.....) defeated Nazi Germany's air force called

..... . During the WWII, Britain was part of the Big Three military alliance, also called the Grand Alliance. Besides the United Kingdom, this alliance consisted of the and the represented by the president F. D. and Joseph These three strong statesmen met at conferences held, for example, in, and After the end of war, Churchill was not re-elected and was succeeded by Clement Attlee as Prime Minister, however, he held the office again between 1951 and 1955. In 2002, the BBC conducted a poll to determine 100 greatest Britons and it was Sir Winston Churchill who was **ranked** first

(**toil**=hard unpleasant work that makes you very tired/ **rank**=to give somebody/something a particular position on a scale according to quality, importance, success, etc.; to have a position of this kind)

10. a) Can you describe the photo of Churchill to your partner? Do you think this is the typical depiction of Churchill? Ask your partner to describe her/his photo and compare them.

b) What was Churchill's life like before the World War II broke out? Was it the first time he was appointed the First Lord of Admiralty? Ask your partner.

11. Writing (one page):

- Write a short essay about Churchill's speech in Fulton (include, for example, a description of the language he uses; dangers he is warning against; the reason why he was delivering the speech – what the post-war world was like).
- Watch the film the Darkest Hour about Churchill and write a short review.
- Find out more information about the beginnings of Cold War and write a short essay including the information you found.

6.3 Worksheet I Teacher's Notes

Teacher's Notes: The Aftermath of the WWII and the Beginning of Cold War

Content Subject Objectives: Based on their knowledge from content subjects, students try to recognize what the photos might depict, they describe it, guess and brainstorm. Students are able to infer crucial information from the text and interpret it. Student are able to apply the newly gained information in the given exercises, i.e. visual materials (marking the placed in a map). Students are able to work individually and cooperate with their peers. They search for missing data in a task-based learning focused on cooperation, they are able to evaluate the new information and then put them together to a coherent whole. Students realize the link between the language (style, attitude) and the content.

Language Objectives: Students are able to classify the “meanings” of present perfect tense. Students are able to classify some examples of its usage and categorize them – they work with the text (language through learning). Students are also able (with the help of the teacher or based on their previous knowledge) to work with vocabulary and apply word-formation rules, i.e. form words falling under different parts of speech (language through learning). Students analyse the text on textual level, sentence level (the reference to inanimate entities as *she*) and word level (language of and through learning). Students practise the language of description and comparison within communication with their partners (language of and for learning). Students practice the language of description and evaluation in the writing task and in communication (spoken output) (language through learning).

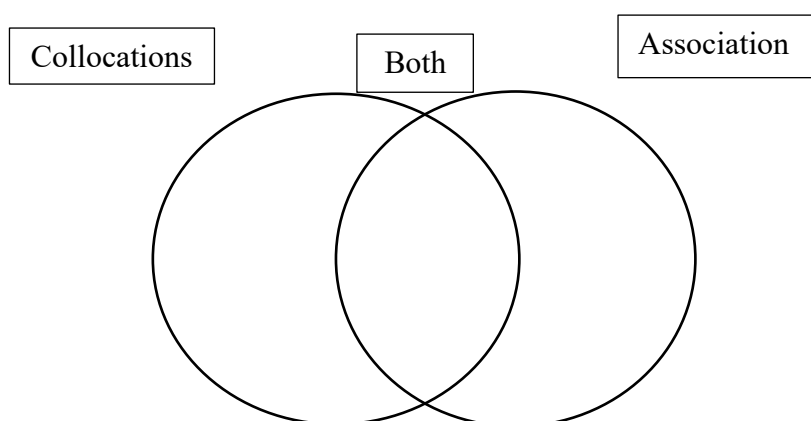
Culture: Students realize the importance of the personality of Winston Churchill in British and world's history and the significance of his speech in Fulton.

Cognition: Students acquire new knowledge which they subsequently apply practically (the map); students find new information, are able to select it and work with it, students approach the text analytically and learn to search for the answers there. They learn to analyse a text. Students are able to brainstorm ideas.

Communication and content – included in the aforementioned objectives.

p. 1

1. Put students into groups. Write *WAR* on the board and make the students create a mind map including terms and words they associate with it. Try to encourage them to suggest both – collocations of the word, from the linguistic perspective, and associations from the History viewpoint, or general awareness
examples: wage, lose, win, casualty, the brink of war, at the outbreak, fight, alliance etc. (linguistically); hunger, anguish, guns, fighting, enemies, casualty
2. Draw two intersecting circles, one with words classified as primarily linguistic collocations, the other with associations for the word *war* and put the words falling under both categories in the intersection (the more words there are, the better).



3. In case there are some interesting examples and associations, ask the students where they draw the inspiration/knowledge from.
 4. Now add the word *COLD* before *war* and ask the students whether they would change their mind maps, if so, why? According to them, what does *cold war* mean?
 5. Instruct the students to discuss what the photos (task 1) depict and what they have in common? How are they related to war?
- ➔ The first picture shows protests in Germany reacting to coal and food **shortages** (you can tell students that in post-war occupied Germany, the number of calories intake could fall under 500 calories a day). The second picture shows the **mushroom cloud** of the atomic bombing of Nagasaki (August 9, 1945) which raised around 18 km above its hypocentre. The third picture shows Germans putting away the ruins of buildings in German cities, which were almost destroyed. The fourth picture depicts the liberation of the Ebensee concentration camp (May 6, 1945) by American troops.
- ➔ All the photos show moments and impacts of the WWII.

p. 2

Pre-teach or teach necessary vocabulary.

6. Main activity – text analysis and listening:

- a) Instruct the students to read Churchill's speech. Ask the students what impression they have, what they think the main message of this extract is and what topics Churchill mentions "Can you describe the style of this extract?" – students discuss this in pairs, choose some of the students to present their ideas to the class
- b) Now play this recording (start at 36:00, end: 40:18)
<https://www.youtube.com/watch?v=DZBqqzxXQg4>
7. Students discuss the main points of the speech: What is Churchill talking about? Who is warning against? Why? What reasons is he mentioning? What language is he using? Can we deduce his attitude (to the Soviet Union)? Why? How?
8. The text might be modified and simplified, however, in terms of its difficulty, it is manageable and easier when compared with the following worksheets. When adjusting the text, it is important to be careful – do not, for example, erase or replace the words that could be defined as content specific (technical vocabulary). Moreover, when modifying this text, there appears the danger that the (critical) attitude of Churchill might be lost. Similarly, when subsequently used as a listening exercise, the text alteration would not be possible.

p. 3

9. Students can use the glossary. Make sure that students are able to translate the words/phrases. They may do this task as homework in advance, so the subsequent work with the text is made easier for them.

p. 4

10. Tell the students to follow the instructions on page 4. Students label the places/towns on the map. They can use atlases or the internet – they work individually (homework) or in groups (in-class task). Check it in the class using a big map.

Then focus students' attention on what other information can be inferred from the map: e.g. talk about post-war Germany and her four zones (you can mention the occupation of Germany, why it was so, draw connections to the WWI etc.), borders before the WWII and after.

p. 5 Focus on the language

Ex. 4

Nouns	Verbs	Adjectives
light	light (lit, lit)	light
tendency	tend to	tendentious
sympathy	sympathise (with)	sympathetic
admiration	admire	admirable, admiring (of)
difference	differ (from)	different
removal	remove	removable
growth	grow	growing
observation	observe	observant
expulsion	expel	– (expelled)

11. Follow the instructions on p. 5. Talk about the instances of present perfect in bold (the following page; p. 4). Talk about *indefinite past* and *states leading up to the present (consequences; impacts on the present)*. Students need to realize that when Churchill was giving the speech, it was the present for him. Students should try to re-narrate the speech using past tense to realize the difference.
12. Talk about pronouns: inanimate nouns. Students should elicit that we personify some entities, for example, *ships, countries, cities, cars* and refer to them as *she/her*. Further, personification draws on Latin and is either feminine or masculine [liberty – she X death – he].

p. 6

Pre-teach or teach necessary vocabulary.

Student A follows the instructions on page 6 and completes the information about young Churchill (homework)

Student B follows the instructions on page 6 and completes the information about older Churchill (homework)

- ➔ *Student A* tells the story of young Churchill to *Student B* and describes the picture and *Student B* narrates the story about Churchill, the Prime Minister, to *Student A* and describes her/his picture (below – p. 5 and 6)
- ➔ Students compare the photos and discuss the life of Churchill

13. Students choose one of the writing tasks and write an essay about one page long (homework)

There is no preparation activity or template for writing, however, you may use the one included in the Teacher's Notes – Worksheet II. As a lead-in exercise, encourage the students to formulate questions using the central text (Churchill's speech) and the final fill-in exercises (A and B). Although more advanced students may consider forming questions a simple task, it stands for a crucial starting point of both critical thinking and writing tasks. At the beginning, we form (research) questions which we subsequently try to answer. It is, therefore, salient that the students learn to formulate questions. The learners are asked different questions throughout all the worksheets which may serve them as a model.

- Evaluate their ability to think critically about the chosen issue and not the accuracy in terms of grammar, although it should be commented on.

Recommendations:

Books by John Lewis GADDIS: eg. Gaddis, John L. *The Cold War: A New History*. New York: Penguin Books, 2007.

NÁLEVKA, Vladimír. *Kapitoly z dějin studené války*. Praha: Institut pro středoevropskou kulturu a politiku, 1997.

MASTNÝ, Vojtěch. *Studená válka a sovětský pocit nejistoty: 1947-53, Stalinova léta nejistoty*. Praha: Aurora, 2001. etc.

You may focus students' attention to the words in bold – modals verbs etc. expressing Churchill's attitude and carefulness.

A shadow **has fallen** upon the scenes so lately lighted by the **Allied** victory. Nobody knows what Soviet Russia and its Communist international organization intends to do in the immediate future, or what are the limits, if any, to their expansive and **proselytizing** tendencies. I have a strong **admiration** and **regard** for the **valiant** Russian people and for my wartime **comrade** Marshall Stalin. There is deep **sympathy** and **goodwill** in Britain – and I doubt not here also – towards the peoples of all the Russians and a resolve to **persevere** through many differences and **rebuffs** in establishing lasting friendships. We understand the Russian need to be secure on **her** western frontiers by the removal of all possibility of German aggression. We welcome Russia to **her** rightful place among the leading nations of the world. We welcome **her** flag upon the seas. Above all, we welcome, or **should** welcome, constant, frequent and growing contacts between the Russian people and our own people on both sides of the Atlantic. It is my duty however, for I am sure you would wish me not to state the facts as I see them to you. It is my duty to place before you certain facts about the present position in Europe.

From Stettin in the Baltic to Trieste in the Adriatic *an iron curtain* **has descended** across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I **must** call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in some cases, increasing measure of control from Moscow. Athens alone – Greece with its

Group A:

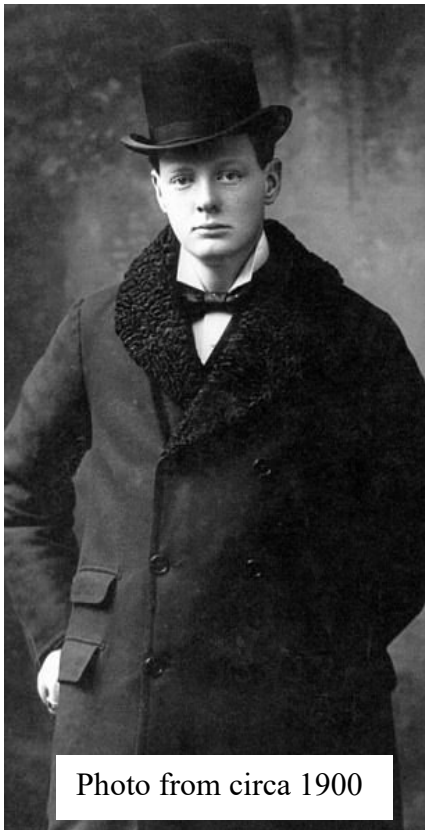


Photo from circa 1900

Winston Churchill was born in *Oxfordshire* on 30th November 1874 to a wealthy *aristocratic* family. His mother was born in America and his father was English. In the 1890s, he started his *military* career when he was accepted as a cadet in the cavalry and a year later became a lieutenant in the 4th (**Queen's Own**) **Hussars**. At the time, he was on duty in *India*, which was called the jewel in the crown of the British Empire. He also worked as a war correspondent and reported, for example, on the Boer War in south *Africa* during which he was captured. In Britain, he became member of parliament (MP) at the age of 25. He also sat as a member of the *Conservative* party in the House of Commons, however, in 1904 he **crossed the floor** and took a seat on the *Liberal* party benches. Churchill's political career was striking. Between 1910-1911 he held the office of **home secretary**, and in 1911 he was appointed the First

Lord of the Admiralty; later he took up the office of the **Secretary of State** for *War* and *Air* and in 1921 he became Secretary of State for the *Colonies*. Another change of Churchill's party affiliation came in 1924, when he rejoined the Conservatives. Being a witness of the dramatic changes in the 1920s and 1930s, Churchill warned against the danger of *Nazi Germany* and *Adolf Hitler* and he later proved to be right. However, the most important task and challenges lied ahead of Churchill.

Group B:



Photo from 1941

In September 1939, Britain declared war on Germany and Churchill was appointed First Lord of Admiralty and thus became member of the cabinet of Neville Chamberlain. During the first eight months of the war, there were almost no military land operations on the Western front, and due to this the period is referred to as the Phoney War. In May 1940, Churchill succeeded Neville Chamberlain as Prime Minister. He endeavoured to encourage the nation and in one of his speeches said: "I have nothing to offer but blood, **toil**, tears, and sweat," and led the country to the Battle of Britain. It was a

military campaign taking place in the air, in which

the Royal Air Force (RAF) defeated Nazi Germany's air force called Luftwaffe. During the WWII, Britain was part of the Big Three military alliance, also called the Grand Alliance. Besides the United Kingdom, this alliance consisted of the United States and the Soviet Union represented by the president F. D. Roosevelt and Joseph Stalin. These three strong statesmen met at conferences held, for example, in Tehran, Yalta and Potsdam. After the end of war, Churchill was not re-elected and was succeeded by Clement Attlee as Prime Minister, however, he held the office again between 1951 and 1955. In 2002, the BBC conducted a poll to determine 100 greatest Britons and it was Sir Winston Churchill who was **ranked** first.

7. Empirical Part – Worksheet II

7.1 Worksheet II

Antisemitism and Holocaust

1 What can you see in the pictures? Who is there in the pictures? Is it a normal depiction? If not, what would you call/describe it?



2 You may use these prompts to describe the pictures. Based on these words, what nation are these features connected with?

greed hook nose money usury curly hair ghetto crooked/bent legs
lawyers/doctors/bankers/merchants thick lips literature circumcision red hair beard
... can you add any others?

With your classmates, formulate wh-questions (e.g. starting with what, why, when, who ...) that you have concerning this topic.

your ideas and notes ...

3 Read this introductory text. What were the Nuremberg laws based on? Was it religion, nationality or ethnicity/racial theory? Then read the following primary sources.

3a At the annual party meeting held in Nuremberg in 1935, the Nazis announced new laws which institutionalized many of the racial theories prevalent in Nazi ideology. The laws excluded German Jews from Reich citizenship and prohibited them from marrying or having sexual relations with persons of "German or related blood." **Ancillary ordinances** to the laws **disenfranchised** Jews and **deprived** them of most political rights.

The Nuremberg Laws, as they became known, did not define a "Jew" as someone with particular religious beliefs. Instead, anyone who had three or four Jewish grandparents was defined as a Jew, regardless of whether that individual identified himself or herself as a Jew or belonged to the Jewish religious community. Many Germans who had not practiced Judaism for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity were defined as Jews.

(<https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws>)

3b Reich Citizenship Law of September 15, 1935

(Translated from *Reichsgesetzblatt I*, 1935, p. 1146.)

The Reichstag has **unanimously enacted** the following law, which is **promulgated** herewith:

Article 1

1. A subject of the state is a person who enjoys the protection of the German Reich and who in **consequence** has specific **obligations** toward it.
2. The status of subject of the state is acquired in accordance with the provisions of the Reich and the Reich Citizenship Law.

Article 2

1. A Reich citizen is a subject of the state who is of German or related blood, and proves by his **conduct** that he is willing and fit to faithfully serve the German people and Reich.
2. Reich citizenship is **acquired** through the granting of a Reich citizenship certificate.
3. The Reich citizen is the **sole bearer** of full political rights **in accordance with** the law.

Article 3

The **Reich Minister of the Interior**, in coordination with the **Deputy of the Führer**, will issue the legal and administrative orders required to **implement** and complete this law.

Nuremberg, September 15, 1935

At the Reich Party Congress of Freedom

The Führer and Reich Chancellor
[signed] Adolf Hitler

The Reich Minister of the Interior
[signed] Frick

3c Law for the Protection of German Blood and German Honor of September 15, 1935

(Translated from *Reichsgesetzblatt* I, 1935, pp. 1146-7.)

Moved by the understanding that purity of German blood is the essential condition for the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German nation for all time, the Reichstag has unanimously adopted the following law, which is promulgated herewith:

Article 1

1. Marriages between Jews and subjects of the state of German or related blood are forbidden. Marriages nevertheless **concluded** are **invalid**, even if concluded abroad to **circumvent** this law.
2. Annulment **proceedings** can be initiated only by the state **prosecutor**.

Article 2

Extramartial relations between Jews and subjects of the state of German or related blood are forbidden.

Article 3

Jews may not employ in their households female subjects of the state of German or related blood who are under 45 years old.

Article 4

1. Jews are forbidden to **fly** the Reich or national flag or display Reich colors.
2. They are, on the other hand, permitted to display the Jewish colors. The exercise of this right is protected by the state.

Article 5

1. Any person who violates the prohibition under Article 1 will be punished with a prison **sentence**.
2. A male who violates the prohibition under Article 2 will be punished with a jail term or a prison sentence.
3. Any person violating the **provisions** under Articles 3 or 4 will be punished with a jail term of up to one year and a fine, or with one or the other of these penalties.

Article 6

The Reich Minister of the Interior, in coordination with the Deputy of the Führer and the Reich Minister of Justice, will issue the legal and administrative regulations required to implement and complete this law.

Article 7

The law takes effect on the day following promulgation, except for Article 3, which goes into force on January 1, 1936.

Nuremberg, September 15, 1935

At the Reich Party Congress of Freedom

The Führer and Reich Chancellor

[signed] Adolf Hitler

The Reich Minister of the Interior

[signed] Frick

The Reich Minister of Justice

[signed] Dr. Gürtner

The Deputy of the Führer

[signed] R. Hess

Discuss the following questions:

1. Who was a Reich citizen? What does the word “Reich” mean in your language and in English? Why was it called Reich? What “ordinal number” was it and why? (use your knowledge, discuss it in your class or use the internet to find out the missing information)
2. Who was a subject of the Reich?
3. What was the position of Jews in the German Reich? How is it connected to dignity?

Extension – Legal English

4 Complete the exercise with the following words from the texts 3b and 3c in suitable forms:

enact sentence promulgate implement in accordance with invalid

- a) The new constitution was _____ in 1852.
- b) AMERICAS Guatemala: In a breakthrough case on 20 March this year, four policemen in Guatemala City were convicted of the murder of a 13-year-old street child and _____ to between 10 and 15 years ' imprisonment.
- c) Revised proposals were presented in a White Paper in December 1985. These were _____ in 1986 although most did not come into operation until April 1988.
- d) Such training will be carried out _____ the terms of the Council 's Staff Training Scheme.
- e) People with _____ papers are deported to another country.
- f) The government promised to _____ a new system to control financial loan institutions.



5 Discuss the meaning of the following statement with regard to the previous tasks and then listen to a Holocaust survivor and check your ideas:

“It didn’t just happen when Hitler came to power”

6 Read these extension texts and then discuss the questions

6a Denmark was the only occupied country that actively resisted the Nazi regime's attempts to deport its Jewish citizens. On September 28, 1943, Georg Ferdinand Duckwitz, a German diplomat, secretly informed the Danish resistance that the Nazis were planning to deport the Danish Jews. The Danes responded quickly, organizing a nationwide effort to **smuggle** the Jews by sea to neutral Sweden. Warned of the German plans, Jews began to leave Copenhagen, where most of the almost 8,000 Jews in Denmark lived, and other cities, by train, car, and on foot. With the help of the Danish people, they found hiding places in homes, hospitals, and churches. Within a two-week period, fishermen helped ferry some 7,200 Danish Jews and 680 non-Jewish family members to safety across the narrow body of water separating Denmark from Sweden.

The Danish rescue effort was unique because it was nationwide. It was not completely successful, however. Almost 500 Danish Jews were deported to the Theresienstadt ghetto in Czechoslovakia. Yet even of these Jews, all but 51 survived the Holocaust, largely because Danish officials pressured the Germans with their concerns for the **well-being** of those who had been deported. The Danes proved that widespread support for Jews and resistance to Nazi policies could save lives.

There are numerous stories of brave people in other countries who also tried to save the Jews from **perishing** at the hands of the Nazis. Nearly 12,000 Jewish children were rescued by clergymen in France who found housing for them and even smuggled some into Switzerland and Spain. About 20,000 Polish Jews were able to survive in hiding outside the ghetto in Warsaw because people provided shelter for them in their homes. Some Jews were even hidden in the Warsaw Zoo by the zoo's director, Jan Zabinski.

6b “In those tragic days we could once again see the animal-like instinct of the Polish peasant,” a young Jewish woman, Chaja Rosenblatt-Lewi, **testified** shortly after the war. “It was not enough [for them] to kick the Jews out; they even went after those who hid in the woods, and in the fields, taking away their last possessions. Even if they did not kill them themselves, they **denounced** them to the police, and the police finished them off,” she said. She noted that the hunting of Jews by Poles in the areas **adjacent** to the ghettos became such a **commonplace spectacle** that “even dogs got used to the sound of gunfire, and stopped **yapping**.”

(<https://www.haaretz.com/world-news/.premium.MAGAZINE-orgy-of-murder-the-poles-who-hunted-jews-and-turned-them-in-1.5430977>)

Why was Denmark unique? When you compare it with the shorth text 6b, what do the extracts say about people’s behaviour? What do you think about it? How were the Danish Jews connected with the Protectorate of Bohemia and Moravia?

7 The language of discussions and “what ifs”

7a Think of the language we use to express our opinions:

Now check your ideas with the following prompts. Which would you classify as belonging to formal/informal register?

by this I mean in my opinion as far as I am concerned if you ask me
admittedly I think that in my view I believe/don't believe that to my mind

7b *What would have happened if people had stood for the Jews all over the world? What would have happened if the Nuremberg laws had never been enacted?*

These sentences express the _____rd _____ which refers to situations in the _____ which cannot be changed.

Can you think of any other “what if” questions? Are you able to answer such questions? Is it necessary or useful to deal with the past and questions about it or not?

7c When we speculate about events, whether it refers to the past, present or future, what other linguistic devices (grammar, vocabulary, etc.) do we use, when we want to speculate or express possibilities? Discuss it in groups and in the class. (you may also use your native language as a model)

Prompts: Think about these examples:

You should introduce yourself; he might/may not remember you.

A: It is possible that the American president had known about the attack. The American president might have known about the attacks. B: You can be right.

A: Where does he live? B: I don't know exactly, but it must be somewhere here.

8 Writing

- a) Is there any topic that has engaged your attention? Write a short essay about it.
- b) Watch the movie *Schindler's List* and write a review or essay about it. What did you like the most? What does it say about human behaviour?
- c) Write a short essay in which you would express your opinion on stereotypes. Are they good or bad, or both? In what situations may they be good/bad, and why? Can you provide an(y) example(s) of when stereotypical attitudes and prejudices can be harmful?

Glossary

Text 3a

word	pronunciation	definition	word class	translation	your example
ancillary	/æn'sɪləri/	in addition to something else but not as important			
ordinance	/'ɔ:dnəns/	an order or a rule made by a government or somebody in a position of authority			
disenfranchise	/,dɪsɪn'fræntʃaɪz/	to take away somebody's rights, especially their right to vote			
deprive of	/dɪ'praɪv/	to prevent somebody from having or doing something, especially something important			

Text 3b

word	pronunciation	definition	word class	translation	your example
unanimously	/ju'nænɪməsli/	when a group of people are unanimous, they all agree about something or all vote for the same thing			
enact	/ɪ'nækt/	to pass a law			
promulgate	/'prɒmlgeɪt/	to announce a new law or system officially or publicly			
consequence	/'kɒnsɪkwəns/	a result of something that has happened			
obligation	/,ɒblɪ'geɪʃn/	something which you must do because you have promised, because of a law, etc.			
conduct	/'kɒndʌkt/	a person's behaviour in a particular place or			

		in a particular situation			
acquire	/ə'kwaiə(r)/	to gain something by your own efforts, ability or behaviour			
sole	/səʊl/	belonging to one person or group; not shared			
bearer	/'beərə(r)/	a person or thing that bears, presents, or upholds			
in accordance with	/ə'kɔːdnz/	done in the way that the rule or system says that it should be done			
implement	/'impliment/	to make something that has been officially decided start to happen or be used			
Minister of Interior					
Deputy of the Führer					

Text 3c

word	pronunciation	definition	word class	translation	your example
conclude	/kən'kluːd/	to arrange and settle an agreement with somebody formally and finally			
valid	/'vælid/	legally or officially acceptable			
circumvent	/ˌsɜːkəm'vent/	to find a way of avoiding a difficulty or a rule			
proceeding	/prə'siːdɪŋ/	the process of using a court to settle a disagreement or to deal with a complaint			
prosecutor	/'prɒsɪkjʊ:tə/	a public official who charges somebody officially with a crime and prosecutes them in court			
extramarital	/ˌekstrə'mærɪtl/	happening outside marriage			
fly	/flaɪ/	if a flag flies, or if you fly it, it is displayed, for			

		example on a long pole			
sentence	/ˈsentəns/	to say officially in court that somebody is to receive a particular punishment			
provision	/prəˈvɪʒn/	a condition or an arrangement			

Text 6a + 6b

testify	/ˈtestɪfaɪ/	to make a statement that something happened or that something is true, especially as a witness in court			
denounce	/dɪˈnaʊns/	to strongly criticize somebody/something that you think is wrong, illegal, etc.			
adjacent	/əˈdʒeɪsnt/	(of an area, a building, a room, etc.) next to or near something			
commonplace	/ˈkɒmənpleɪs/	done very often, or existing in many places, and therefore not unusual			
spectacle	/ˈspektəkl/	a performance or an event that is very impressive and exciting to look at			
yap	/jæp/	a high sharp noise made by small dogs, that some people find irritating			

7.2 Worksheet II – Teacher's Notes

Antisemitism and Holocaust

Introduction and objectives

This worksheet develops around the topic of Antisemitism, possible origins of Holocaust and some deep-rooted stereotypes that made this tragical event possible rather than focusing on Holocaust in general. Generally, it applies rather the bottom-up approach to devote some time to the discussion on why such events of modern history happened, as there is usually hardly any time spent on this issue in History classes. In the individual texts, the top-down as well as the bottom-up approaches are applied since it is important that the students are able to elicit the main idea from the text and then focus on details and language analysis. The main objective is to encourage the students to think critically about this historical period, and by providing different perspectives (namely the Nuremberg Laws, the unique case of Denmark, caricature of a Jew and stereotypes associated with the Jews, oral history) show them that antisemitism had stood for a long-term attitude and Holocaust may be seen as its outcome. Moreover, after reading the texts, the students should also realize that people always have choices (the case of Denmark). Due to the reasons just mentioned, this topic should be based on previous knowledge of Holocaust provided in History lessons. One of the advantages (as well as disadvantages, as it were) is the vast amount of available materials (internet, books, films, testimonies, teaching materials) and the fact that Holocaust and Antisemitism stand for a very extensive topic. Especially owing to this, this worksheet is rich in reading and speaking activities and the core of it is made of three texts (more precisely the Nuremberg laws, short text about the case of Denmark and a transcript of a testimony of a Holocaust survivor).

The case of Denmark is unique, because the country stood for her Jewish inhabitants and refused to give them out, hid most of them and helped them to get to neutral Sweden. You can read more about it on this page: <<https://www.history.com/news/wwii-danish-jews-survival-holocaust>> This case has been included because it raises a very important and relevant question – *Would so many people (Jews) have died if people had not conformed to or followed the rules, laws and philosophy of Nazi Germany?* Even though we cannot say that Denmark confronted Nazi Germany in all aspects, in this case, they behaved differently from the majority of other countries. This is a great topic for discussion in which students are enabled to express their opinions and ideas regardless of their knowledge of the topic (only with the information what Holocaust was and how different was the Denmark's case). They may discuss human behaviour and mentality in general.

This worksheet aims to be more interactive and focused on speaking and students' communication. Even though we are dealing with a dense, complicated and very complex topic, the worksheet is designed in the way in which learners are encouraged to express their own ideas and conjectures, thereby think critically and learn how to argue. The scaffolding in the form of prompts (given words + pictures and glossary) are present to trigger particular ideas and adapt a broader view on Holocaust, predominantly considering its causes. The worksheet further builds on several texts rather than just one. By using a number of different texts, we

provide students with multiple perspectives as well as multiple genres, different use of language, and with stylistic variety. The texts themselves then offer “linguistic topics” that may be analysed along with the content. In this particular case, learners not only have the opportunity to become familiar with some vocabulary regarding law, but also to compare different registers [formal: acts (legal) and essays (written English) X informal (spoken English) – interview with a Holocaust survivor]. The materials used further comply with the aim to use authentic texts and primary sources, develop the 4Cs and focus on cooperation between the students within the class. Students are also given special links and space to write down their notes and thoughts.

CONTENT AIMS: Students become aware of the fact that antisemitism had (has) been a long lasting process and did not appear at the outbreak of the Second World War or in the 1930s, and that Holocaust may have been one of the outcomes of this widespread antisemitism; students become familiar with some stereotypes of Jews and know what the word *stereotype* means; they are able to argue about different kinds of human behaviour when it comes to Holocaust and antisemitism; they are familiar with what the Nuremberg laws were and what it meant for the Jews. They are able to compare these perspectives provided by the given written texts.

LANGUAGE AIMS: Students develop their skills to argue and describe (language of and for learning), analyse different kinds of texts and registers; they learn how to work with new vocabulary (language of and through learning); they are able to compare different kinds of texts; students are able to elicit what language they need to express conjectures, opinions, conditions related to the past. Students learn the language of hypothesising (language through learning). Students learn new subject-specific vocabulary.

COGNITION: Students learn to analyse texts and interconnect information and events. They learn to realize consequences.

COMMUNICATION: Students are able to hypothesise, formulate their opinions, ask for and listen to the opinions of others.

CULTURE: Students realize the link between stereotypes, human behaviour and their possible consequences. They realize that racial hatred and prejudices have the roots in the society and are unequivocally bad.

1 and 2 The first activity of this worksheet is a description of a caricature of a Jew. Put the students into pairs or groups. You might **pre-teach/explain** some words such as *circumcision* or *usury* etc. Encourage the students to use dictionaries, discuss the meanings or go through the vocabulary as a class, for the sake of time.

Students follow the instructions in exercise 1 and 2. Your main aim should be to elicit the words **caricature** and **stereotypes** and based on that start a short class discussion: How were the Jews depicted throughout history? What are the most typical features of these caricatures? Are they based on true facts? (quite a difficult question, students may need your help) You can explain to students that sometimes you cannot give definite answers (some Jews might have

been greedy and fat and have hooked noses, this, however, does not mean that we can generalize about ethnic groups/nations). Students try to brainstorm more examples.

¹ České, vlastenecké názvy obchodů mají v kontrastu s „židovskými“ jmény obchodníků ukázat, že Židé do českého národa nepřísluší. Německá daná jména (Hermann, Ida) pak zdůrazňují údajně „němčení“ ze strany Židů.

² Postava židovského obchodníka je rozeznatelná nejen údajným židovským nosem, ale též křivými nohama, celkovým ztvárněním obchodu, oblečením a arogantním postojem vyjádřeným též doutníkem.

³ Postava židovské obchodnice je rozeznatelná nejen údajným židovským nosem, ale vychází z typického a mnohokrát opakovaného ztvárnění „ošklivé Židovky“: tlusté, arogantní, s odulými rty a rozčuchanými vlasy.

⁴ „Pozdrav z Prahy“ odkazuje na Prahu jako symbol české státnosti; její údajné poživšování je v kontrastu s jejím označením za české město a za „Slovanskou Prahu“.



For more materials and information go to: <<http://www.nasinebocizi.cz/metodicke-materialy/>> (a great project of the Jewish Museum in Prague)

4 The main text – The Nuremberg Laws. This text perfectly complies with the established goals because:

- it is an authentic text and simultaneously a primary source
- it provides one of the historical perspectives
- it is a source of legal English (register, formal language)
- it is a good material to trigger discussion
- to encourage students' own research, as a discovery-based task, you can instruct the students to find some basic as well as additional information about the Nuremberg Laws – for this task, provide them with some appropriate books, dictionaries and encyclopaedias as well as internet connection (this might be assigned as homework, or you can provide the students with a brief introduction)
- uses scaffolding - glossary

Students read the texts and answer and discuss the questions, first in pairs or groups, then check it with the class. You may also instruct the students to focus only on individual passages or even articles of the laws. In order to save time, refer students to the **glossary** on pages 8 and 9. Make sure the students understand the words, provide the translation. Give them time to work with dictionaries (also can be assigned as homework and the text may be analysed the following lesson). When discussing the word classes, you can also notify the students about the difference between conduct (V) /kən'dʌkt/ and conduct (N) /'kɒndʌkt/ and make links to similar cases.

4 Students complete the following exercise to practice the new vocabulary

Legal English:

- a) The new constitution was **promulgated** in 1852.
- b) AMERICAS Guatemala: In a breakthrough case on 20 March this year, four policemen in Guatemala City were convicted of the murder of a 13-year-old street child and **sentenced** to between 10 and 15 years ' imprisonment.
- c) Revised proposals were presented in a White Paper in December 1985. These were **enacted** in 1986 although most did not come into operation until April 1988.
- d) Such training will be carried out **in accordance with** the terms of the Council 's Staff Training Scheme.
- e) People with **invalid** papers are deported to another country.
- f) The government promised to **implement** a new system to control financial loan institutions.

5 Testimony of a Holocaust survivor

Copy this transcript of the interview with Freddie Knoller. His testimony is very important because it is closely connected to the topic this worksheet draws the learners' attention to, i.e. the fact that antisemitism was not born with the beginning of the war, but much earlier in the history.

1. First, the students discuss the statement in exercise 3, in pairs or groups. Try to guide them and help them if they are not sure. Try to encourage the students to give reasons for their ideas. Listen to the students and get feedback from a few pairs. Write some examples on the board.
2. Hand out the transcript and play the recording (or first play the recording without providing the students with the transcript, depending on how much time you can spend on this activity).
3. Students discuss what Knoller really meant by saying that "*It didn't just happen [...]*," you can have a class discussion.
4. Play the following recording: <<https://www.iwm.org.uk/history/concentration-camp-survivors-share-their-stories>> Students now focus on the language. Students can work individually, in pairs or in groups. Despite the fact that Knoller is not a native speaker, this transcript is a good example of spoken, informal language. Students may elicit a few features of spoken language (in bold in the text below), e.g. repetition, presence of the gap filler "you know" (can be compared to Czech), uncompleted sentences/ideas, hedges – I mean, informal contractions – gotta, etc.

Transcript of the interview with Freddie Knoller

'It didn't just happen when Hitler came to power'

Freddie Knoller (IWM SR 9092) ***I mean*** we had, we lived with antisemitismus [antisemitism], ***you know*** it was nothing new to us, because we were born with it, it's not as it just happened because Hitler came to power. They came all over the second district, where the Jews went, and put, painted the Jewish shops with 'Jude'—Jews —***and made, and they told*** everyone 'you don't buy here'—***you know***, it's more or less a continuation of what just happened before in Germany, what they did. But a lot of Jews were beat, were beaten up, and in school it was already very dangerous because these 50% of Gentiles immediately felt ***very, very*** strongly and we had a continuous battle, ***you know***, to defend ourselves against these antisemitic school boys. And it was very, very difficult actually to go to school, it was very, very difficult...The atmosphere it was just really frightening. We heard on the radio that a German ambassador or somebody who worked in the German embassy in Paris was killed by a Jew or shot by a Jew and on that, in that program, there were speeches about, ***you know, about you know*** that revenge will be taken for that killing and more or less the same night we saw flames, the sky being all red, and we wondered what these are. We heard people run, we heard people, we heard the SA, the SA troops to go into houses and they arrested people from houses then. Fortunately, they didn't come to our building, but we saw the sky being red, we thought well something there must be a fire. But the next day we went to school we saw, I saw that the synagogue, which was our synagogue in the second district, it was burned down, and then we heard from our neighbours all the things that has happened the whole night, not only in Vienna but all over Germany. They revenged the death of the German by burning down all the synagogues, and by arresting, ***and this is when the whole of the, when the*** insecurity really for one's life started with the Jews in Vienna, that's when my parents were saying to my brothers and me that we ***gotta*** leave.

Transcript of the interview with Freddie Knoller

'It didn't just happen when Hitler came to power'

Freddie Knoller (IWM SR 9092)

I mean we had, we lived with antisemitismus [antisemitism], you know it was nothing new to us, because we were born with it, it's not as it just happened because Hitler came to power. They came all over the second district, where the Jews went, and put, painted the Jewish shops with 'Jude'—Jews—and made, and they told everyone 'you don't buy here'—you know, it's more or less a continuation of what just happened before in Germany, what they did. But a lot of Jews were beat, were beaten up, and in school it was already very dangerous because these 50% of Gentiles immediately felt very, very strongly and we had a continuous battle, you know, to defend ourselves against these antisemitic school boys. And it was very, very difficult actually to go to school, it was very, very difficult...The atmosphere it was just really frightening. We heard on the radio that a German ambassador or somebody who worked in the German embassy in Paris was killed by a Jew or shot by a Jew and on that, in that program, there were speeches about, you know, about you know that revenge will be taken for that killing and more or less the same night we saw flames, the sky being all red, and we wondered what these are. We heard people run, we heard people, we heard the SA, the SA troops to go into houses and they arrested people from houses then. Fortunately, they didn't come to our building, but we saw the sky being red, we thought well something there must be a fire. But the next day we went to school we saw, I saw that the synagogue, which was our synagogue in the second district, it was burned down, and then we heard from our neighbours all the things that has happened the whole night, not only in Vienna but all over Germany. They revenged the death of the German by burning down all the synagogues, and by arresting, and this is when the whole of the, when the insecurity really for one's life started with the Jews in Vienna, that's when my parents were saying to my brothers and me that we gotta leave.

6 Students read the text about Denmark and discuss the questions. It is important that they realize the uniqueness of this case. Even though some Danish Jews were transported to Theresienstadt, the behaviour of the nation was different from the rest of Europe. This case was mentioned on the first page of these notes.

It is also advised that the students focus on the language of this extract, especially *linking words* etc., which might be helpful for the writing task. Instruct the students to compare all the registers and texts in the worksheet – legal language, spoken language and formal (academic) writing.

7 a, b, c This section focuses on expressing possibilities and uncertainty (modal verbs), conditions in the past (3rd Conditional) and personal opinions and attitudes. This language would be useful for speaking activities in this and other worksheets (so you may focus on it earlier) as well as the writing tasks. The important thing is that students are able to think about the language they are using and, to certain extent, describe it. It is probable that they are familiar with this grammar matter.

These sentences express the **3rd Conditional** which refers to situations in the **past** which cannot be changed.

Glossary

Glossary, like in the previous worksheet, stands for the scaffolding, one of the key principles in CLIL. This time, the glossary is placed at the end of the worksheet and there are three more columns added for the students to complete the missing information, namely the *word class*, *translation into Czech* and *students' own examples*. Firstly, it is very important and useful to classify the given word and determine whether it is a noun or a verb etc. When students get used to this classification, they will become more skilful at language analysis and will understand the texts' structures better. It is also part of linguistic analysis the students in CLIL classes are expected to develop, whereby they acquire the *language of learning* which relates to learners' comprehension of the content and the language as well as the *language for learning* necessary to communicate, discuss issues or useful for description. The translation of the new vocabulary may increase students' confidence, avoid miscomprehension and inhibition, and lead to better comprehension of the subject, which is crucial. In the last task, students invent their own examples. This activity aims at better retention of the vocabulary and checks whether students are able to use the words in context.

8 Writing Students follow the instructions and choose one of the tasks. You might need to explain some words, e.g. prejudice.

By putting emphasis on authentic and written texts, I intend to highlight all the advantages of reading in English about the given content. As I have mentioned in the theoretical part, the texts serve as the main information and language input, and similarly, the objects of students' analysis of the language and historical events. It is therefore crucial that most of the tasks and activities are directly related to the text(s). Concerning the writing tasks, I intended the texts to be subsequently used as templates, whereby the reading and text analyses would also include preparation for the writing tasks. This may be used in the case of some genres, nevertheless, cannot be applied generally for the following reasons: The worksheets are quite content-extensive, and preference is given to the primary sources or texts that provide views on a chosen topic, but from different angles. In the writing part, students can always choose the tasks which they find the most interesting or engaging, though the offer is limited, and students can choose predominantly between an essay or a review. Since CLIL aims to develop academic language, practicing essays as the academic writing genre is crucial. Film reviews, similarly, test students' ability to argue and express their opinion as well they require critical observation and subsequent apt description. The reviews which the students are encouraged to write, however, should include links to the topics discussed in the worksheets.

Writing a report

To compensate for the lack of writing templates, you can copy film review or any other from the following webpage of the Guardian, for example:
<<https://www.theguardian.com/film/periodandhistorical?page=3>> Writing a film review is usually one of the genres appearing in every language textbook, no matter what level it is intended for, therefore, it is highly probable that the students will be familiar with this type of writing (further materials, e.g. <http://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/skyfall-film-review>). The reviews published in newspapers are, however, more linguistically complex and complicated and as I have set the goal to use authentic texts, I suggest that an authentic film review might serve here as the model text. On the other hand, it is important to inform the students that the main point of this tasks is not to write a similar review, but to produce a piece of writing which complies with the features of the genre, is linked to the discussed topic and includes their own argumentation.

Therefore, tell the students to skim and scan the text. Even though they would not understand every single word, instruct them to identify some features and structure of this genre (introduction – basic information about the film, brief plot and characters description, personal opinion and evaluation, summary, the importance of adjectives etc.)

Here is a handsomely produced and solidly acted period drama set in Nazi Germany, based on the postwar novel by Hans Fallada and based on a true-life case.

Brendan Gleeson and Emma Thompson play Otto and Anna Quangel, a middle-aged couple in Berlin in 1940. Hating the Nazis and galvanised by grief and rage at the loss of their son in battle, they embark on tiny but very dangerous acts of resistance: leaving anonymous anti-Hitler postcards in stairwells and public places – a capital crime. Daniel Brühl plays the police inspector on their trail, using flags on a city map showing the whereabouts of cards handed in to the authorities to calculate where the culprit might live.

Part of the story's potency lies in the fact that this is a kind of resistance that anyone can imagine carrying out, however timid, however lonely, however secretly convinced that its effects are likely to be minimal – but also that it requires the weird tenacity and organisation of a serial killer. More than once, *Alone in Berlin* reminded me of Fritz Lang's *M*.

Gleeson, Thompson and Brühl give strong performances and this is a well-carpentered film.

(<https://www.theguardian.com/film/2017/jun/29/alone-in-berlin-review-couple-wage-a-quiet-war-against-hitler>)

Writing an essay

Analyse the following extract from a historical essay and, in the class, try to identify the features of the genre. Instruct the students to underline useful phrases and the “language of arguing, explaining, hypothesising, referring” etc. Some important words are in bold. It is important to realize that the essay combines the academic language and subject specifications (terms, the focus on time etc.) As it is very complex, all the features of academic language and essay as a genre should not be explicated at once, but rather gradually. Again, students should focus their attention on the structure of the text (introduction, specification of the main question of the essay, main body – personal opinions, elaborating individual points, references..., conclusion). A different essay may be chosen, e.g.

<<https://www.ukessays.com/services/example-essays/history/>> or

<<https://qualitycustomessays.com/cat/history-free-essay/>> When using these internet sources, you may need to check the language. It suffices when the students produce short and “easy” essays, however, it is important that they follow this structure and develop it around the main point.

SUGGESTIONS ON HOW TO SIMPLIFY THE WORKSHEET

- do not use all the texts, select the texts and exercises you intend to focus on
- simplify the texts (use near synonyms etc.)
- go through the vocabulary with the students before you read the texts (or assign homework – students can go through the sections of vocabulary and translate it at home)
- make sure students understand all the vocabulary (not just the words appearing in the glossary)
- ensure gradual and moderate input of new information and vocabulary; divide the tasks into several lessons
- use code switching
- provide students with Czech versions of the primary sources/texts

Holocaust

The Holocaust refers to the mass murder of an approximated number of six million Jews during the World War II. Notably, the Holocaust entailed the systematic planning and the sponsoring of murder by Nazi Germany under the auspices of Adolf Hitler and the Nazi Party in the vast German Reich and German-occupied territories. Significant ethical issues surround the Holocaust as it claimed innocent lives of the Jews. These issues include abuse of power, medical misconduct, institutional collaboration in crimes against humanity, impunity among perpetrators, slavery, unfair incarceration of Jews, forcible deportation of populations, intentional and brutal killings of innocent populations, religious extremism, and the willing participation of German citizens in the crimes against humanity. One of the most notable brutalities committed during the Holocaust was the confinement of Jews in overcrowded ghettos before transferring them to extermination chambers where they were killed systematically in gas chambers. **Again**, most German citizens found themselves easily involved in the crimes as they highly bowed to the influences encouraging them to murder Jews based on the belief that they were an unwanted race in the country. False ideologies relating to the Jewish conspiracy of taking control of the world was the key motivation leading to their deaths. Surprisingly, many institutions, such as churches and ministries played a direct role in facilitating the crimes against the Jewish population. It proves the view that Jews were helpless as no German institution was willing to come to their defence at any time.

Current essay explicates the notable ethical issues surrounding the Holocaust [...]

Religious extremism is another ethical issue that is clearly noticeable from the Holocaust. Religious extremism was highly dominant as most churches declared that the Jews who had made a step to be converted should be treated as part of the flock and left out of the killings. The Nazis embraced the use of the phrase “Final Solution to the Jewish Question” hence highlighting the religious hatred that had been developed toward them (**Jones 68**).

[...]

In conclusion, the Holocaust represents a period when the Nazi administration led by Adolf Hitler brutally killed over six million Jews. The killings were conducted on the basis of false ideologies about the Jewish control of the world in the coming years. Significant ethical issues surrounded the Holocaust as was not inclined to any good deed for the country. Some of the most important ethical issues surrounding the Holocaust include abuse of power by the dictatorial regime of Hitler and medical misconduct among doctors who used Jewish populations for inhumane medical experiments, hence killing them.

(<https://qualitycustomessays.com/samples/holocaust-essay-example/>)

8. Empirical part – Worksheet III

8.1 Worksheet III

The Prague Spring and Normalization

1. *The Observer* “documented the lives of ordinary Czechs in Prague as they embraced First secretary Dubček’s liberalising political reforms. Less than a month later, on 21 August 1968, Warsaw Pact tanks rolled in.”

Read the extract from an article about the culture and atmosphere in Czechoslovakia during the Prague Spring published in the *Observer* and define the main idea of each paragraph.



It is hard for most Western Europeans, cosily wrapped in their constitutional safeguards, to understand what is at stake here. United as never before, with very few dissenters, the nation has rallied euphorically behind a Communist Government to shake off, bloodlessly, a mind-numbing tyranny.



In the space of a few months a sort of miracle has turned a Kafkaesque police State into somewhere one would rather like to live - even if there is not too much, perhaps, for professional Western anti-Communists to crow about. I have yet to meet any Czech Communist who suggests a return to private enterprise, or abandoning Czechoslovakia's Eastern alliances.



You see signs of the new patriotism everywhere. Most evident were the swirling throngs, day after day, round tables set up for people to put their names and addresses to a massive pledge of support for the Government. They blocked the pavements and overflowed into the roads.

Excited groups of Czechs swarmed together like bees to discuss the situation. Youths, beery middle-aged men, full-blown women with shopping-bags took time off to explain their views to East Germans,

*West Germans - anyone else who was interested. It was a display of solidarity that usually only an **impending** declaration of war or a newly signed **armistice** can produce.*

'It is wonderful,' a Czech truck driver told me. 'I've never seen people just talking in crowds to total strangers before. Several people I've never even met offered me cigarettes. It's amazing.'



*Outside a workers' village canteen, workers drinking beer under a tree held their hands up, laughing, crossing their wrists for imaginary **hand-cuffs** when I ask them what would have happened if they had talked to me before the 'liberalisation'.*

Now they talked freely and gladly. 'Dubček's good. We should have freedom to talk and think. But, of course, we must wait and see how things go.'

How did they want things to go? 'Well, discrimination must go for good. We are electricians with years of experience behind us. Before Dubček, you untrained men were getting better jobs in our trade simply because they were Communist Party members.'

*A middle-aged woman I met later spoke of another side of the past, although she had little hope that the West could really understand. She had graduated from Oxford in English Literature during the war. She also had several diplomas from Prague University. When the Communists took over in 1948, she was told: 'You are educated at an English nobleman's university in a monarchist country.' She was removed from her research job and made into a **typist**. [...]*



*Her husband was an RAF pilot in the war. In 1948, he was told he was a foreign **mercenary** and dismissed from the Air Force. His family were **evicted** from their modest flat and he was given a job as a **porter**. [...]*

*'He's been rehabilitated now,' his wife said. 'He was told he is innocent and a hero and they gave him a medal. But by then he was a semi-invalid. When they **pinned** the medal **on** him he was so emotionally upset and had a heart attack. [...]*

*'There is no **friction** today between Communist and non-Communist students: that is one of Dubček's almost incredible achievements. Student attitudes are calm and constructive.*

'What is the Czech character?' One student said; 'Well, politically speaking, we had 300 years of the Hapsburg monarchy. Then this last 20 years. The years between the wars were not enough really to

develop a sense of freedom here. This we have to do now. In Britain, you have no idea what tyranny is. Do you know how lucky you are?'

Source: <https://www.theguardian.com/world/2018/jul/22/observer-archive-the-prague-spring-27-july-1968#comments>

2 Work with the text Glossary

This time, you are provided with Czech translation of the bold words from the article. Try to describe the words in English in your own words – i.e. provide your own definitions. Are there any other words you are not familiar with? There are a couple of spare rows for you to fill them in with more unknown vocabulary.

word	pronunciation	translation	definition	word class	your example
safeguard	/ˈseɪfɡɑːd/	ochrana, zabezpečení			
dissenter	/dɪˈsentə(r)/	odpůrce			
rally	/ˈræli/	sjednotit se; shromáždit se			
mind-numbing	/ˈmaɪnd nʌmɪŋ/	otupující			
crow about sth	/krəʊ/	chvástat se			
enterprise	/ˈentəpraɪz/	podnikání			
abandon	/əˈbændən/	opustit			
swirl	/swɜːl/	vířit			
throng	/θrɒŋ/	dav, zástup			
pledge	/pledʒ/	příslib			
swarm	/swɔːm/	rojit se			
beery	/ˈbiəri/	načichlý pivem			
full-blown	/ˌfʊl ˈbləʊn/	zralý			
impending	/ɪmˈpendɪŋ/	nadcházející			
armistice	/ˈɑːmɪstɪs/	příměří			
handcuffs	/ˈhændkʌfs/	pouta			
typist	/ˈtaɪpɪst/	písačka			
mercenary	/ˈmɜːsənəri/	námezdní voják, žoldák			
evict	/ɪˈvɪkt/	vykázat			
porter	/ˈpɔːtə(r)/	vrátný; portýr			
pin	/pɪn/	připnout			

frinction	/ˈfrɪkʃn/	napětí			

3a Work with the text What do the underlined words have in common (subject, field)? Match some of them with their definitions.

constitutional

used to describe a situation that is confusing and frightening, especially one involving complicated official rules and systems that do not seem to make any sense; from the name of the Czech writer Franz Kafka, whose novels often describe situations like this

patriotism

the practice of treating somebody or a particular group in society less fairly than others

monarchist

support by one person or group of people for another because they share feelings, opinions, aims, etc.

Kafkaesque

holding or showing the belief that a country should be ruled by a king or queen

discrimination

connected with the system of laws and basic principles that a state, a country or an organization is governed by

solidarity

love of your country and willingness to defend it

3b How would you describe the author's style of writing? What is his view on Czechoslovakia in the 1960s?

What is the *Prague Spring*? When does this period start and when does it end? Why does it end, which event stopped it?

3c Can you rephrase the sentence? What does it mean? Is this phrase used in informal English or rather in more formal contexts? What do you think?

I have yet to meet any Czech Communist who suggests a return to private enterprise, or abandoning Czechoslovakia's Eastern alliances.

3d Which senses are activated when we read the following sentence? In literature, authors usually "create images", what is this device/figure called when we compare one thing to another based on its appearance?

Excited groups of Czechs swarmed together like bees to discuss the situation.



4. On the night of 20–21 August 1968, the troops of the Soviet Union, Hungary, Poland, Bulgaria and East Germany (however, the invasion of East German troops was finally cancelled; the men were waiting for the orders in a forest) invaded Czechoslovakia. It was known as Operation Danube.

Read the letter from the Central Committees of the aforementioned states sent to the Central Committee of the Rumanian Communist Party and with your partner(s), discuss the questions below the text.

TO THE CENTRAL COMMITTEE OF THE ROMANIAN COMMUNIST PARTY

The Central Committee of the Bulgarian Communist Party, of the Hungarian Socialist Workers' Party, of the Socialist United Party of Germany, of the Polish United Workers' Party and the Communist Party of the Soviet Union make it their duty to inform you that most of the members of the Presidium of the C.C. of the C.P. of Czechoslovakia and of the Government of the Czechoslovak Socialist Republic addressed us the request to grant the Czechoslovak people without delay support in the struggle against the rightist, anti-socialist and counterrevolutionary forces, as in the wake of the developments of the Czechoslovak Socialist Republic, there appeared a real danger of a counterrevolution and of losing the conquests of socialism.

What happened in Czechoslovakia of late? Defaming all the Czechoslovak people's achievements in the twenty years after the socialist revolution, the activity of the C.P. of Czechoslovakia, the anti-socialist, counterrevolutionary forces have seriously prejudiced the position of the P.C. of Czechoslovakia, greatly undermined its influence in the masses, in the ranks of the working class. Convincing proofs thereof are facts like the election in many enterprises of trade union committees without communists, the broad dissemination in the country of the slogan "Soviets devoid of communists!"

The Communist Party experiences now a difficult period of actual **scission**, which affects both its leadership and, to a greater extent, the basic organizations. Following the mass-wide change of the **cadres**, which dealt a blow to numerous honest communists who, in their majority, had had nothing to do with past mistakes, the Party organizations in regions and districts got weakened. The moral terror against the honest communists disconcerted the people's masses that were misled, while a certain segment of the people, less prepared politically, were actually drawn into the anti-socialist campaign.

On the contrary, during the past eight months, the counterrevolutionary forces organized themselves, created a system of political parties and organizations, acting under obviously anti-socialist slogans, and grabbed the mass media - an important part of the state apparatus - and used them for their subversive activity. They have been consistently promoting a policy of removing communists from power, of restoring bourgeois democracy, of reinstating capitalist rules.

(scission=division; cadre=a group of people specially chosen – can you think of a suitable word in your language? It might sound similar)
(<https://digitalarchive.wilsoncenter.org/document/110458>)

What did the letter aim to explain/justify? AND According to the Committees, what was/were the reason(s) behind *Operation Donau*?

Focus on the language of the letter: What words did the author(s) use and what impression do they make? Can you define the style of the “communist rhetoric”? The letter talks about “two camps”, can you identify them?

4a What do you think: Do media/TV manipulate public opinion? What strategies do they use? Do they distort the truth or interpret it in the way they need it? Is it a current topic? Why, why not?

4b Read the following extracts from the book called *The Greengrocer and his TV* by Paulina Bren, an American historian born in Czechoslovakia.

1. [...] Havel took up the gauntlet and elaborated on Patočka's ideas in his famous essay "The Power of the Powerless." In this essay Havel familiarized readers with the story of a greengrocer under normalization who places a political banner in his shop window, a banner that in all likelihood he received with his usual shipment of carrots and potatoes. By complying with the official request to display this meaningless banner and by never paying attention to the words on the banner—"Workers of the World Unite!"—that he exhibits so unquestioningly, the greengrocer continues to "live within the lie." To live within the lie was to go through the motions of a ritualized and banal everyday existence under late communism without ever piercing its veneer. Thus, by extension, to live in truth—to live authentically—would mean to free oneself of the daily rituals that the majority of citizens had long since absorbed. Of these insidious rituals incorporated into the everyday lives of ordinary citizens, Havel wrote, "[B]y consenting to them, he [the greengrocer] himself enters the game, he becomes one of its players, he makes it possible for the game to continue being played, for it basically to continue, simply to exist."⁴⁷ This was another way of saying that everyone was culpable.

(Bren, Paulina, *The Greengrocer and his Tv*, Ithaca: Cornell University Press, 2010, pg. 168-169)

Who is the "greengrocer" from the title of the book? Where did this character appear? In what ways did he comply with the communist regime?

2. In September 1974, a report on television broadcasting was presented to the Communist Party Secretariat by Culture Minister Miroslav Müller and Vasil Bejda, head of the Central Committee's propaganda and agitation department. The report hinted at what was to become a vital programming genre for normalized television: "It is [state television's] goal to creatively render the life of a person in socialist society, his relationship to his work and his life, his ethical world, his internal as well as social struggles and conflicts... The most ideologically significant, as well as the most effective and entertaining for viewers, is the dramatic genre." Previously, General Secretary Husák himself had suggested to Zelenka that, in his personal view, dramatic pieces produced for television "must crucially be focused on contemporary themes." Zelenka fully agreed, adding that the dramatic genre represented television's unique potential and that film and theater could not compare with television in its ability to confront contemporary issues in a dramatic and riveting form.
(pg. 211)

What is *NORMALIZATION*? What is the difference between television, theatre and film? How would you understand it? What was the chosen genre for the “normalization television”? What did they plan to depict?

3. In 1975, Czechoslovak state television produced a television serial to **honor** the thirtieth anniversary of the 1945 Red Army liberation of Czechoslovakia. The serial, titled *The Thirty Adventures of Major Zeman* (*Třicet případů Majora Zemana*), displayed the themes of intellectuals gone mad, of Western imperialists, of “Zionists,” and of a mass hysteria among ordinary citizens versus the level-headedness of the normalizers and brought them together seamlessly. According to an article in *Rudé právo*, written to mark the end of the *Major Zeman* serial (the last episode aired in 1980), the producers of the serial had re-created the atmosphere of the crisis years perfectly, and the episode titled “Witch Hunts” had been “so far the very best artistic interpretation of the crisis year 1968.” (pg. 129)

Which “crisis” does the author refer to? What two “camps” were in opposition?

4. In the opening episode of Dietl’s 1977 serial *The Woman behind the Counter*, the heroine, Anna Holubová, arrives at her new job in a Prague supermarket, the shop’s floors gleaming and its shelves fully stocked. As she wanders through the store observing, as yet unknown to her future colleagues, she smiles blissfully. Anna is not new to the profession, however; she has abandoned the prestigious position of manager at another modern supermarket in Prague, moved to this end of the city, and is ready to take on a mere counter job just so that she can break with her past. Her past includes a philandering husband and a bad marriage, and her escape translates into a necessary demotion from manager to counter girl. Each of the twelve episodes of *The Woman behind the Counter* represent a month of Anna’s first year as a divorcée. When asked by her new boss where in the store she would like to work, Anna confesses that her favorite workstation is the delicatessen counter (*lahůdky*)—an area of the supermarket associated with luxury and celebration. (pg. 275)

The supermarket is described in a certain way, do you think that it was the reality? What do we call the “trend” of buying and using goods and services?

5. She is certainly no celluloid fantasy, but Anna Holubová is the superwoman of the late communist era because she is able to fit more hours and minutes into the day than seems humanly possible. She is a single mother of a needy seven-year-old son and a difficult teenage daughter; she begins her job behind the delicatessen counter at 5:30 a.m. to be ready for the 6:00 a.m. store opening; she also becomes the “mother” to the entire staff at the supermarket, solving problems where need be, helping out when necessary, and creating order and calm where originally there was none. Anna is tireless despite the burden of her own private problems, and thus she is the ideal woman for normalization. She is a post-1968 socialist heroine. In *The Woman behind the Counter*, the 1970s Anna, unlike the 1950s Mrs. Karhanová, is not seen as a traitor to the communist

cause but as an exemplary socialist citizen. She is not condemned for embracing her traditional gender role but rewarded for it. Her reward is openly on display for all citizen viewers to see: the setting of the television serial is a showcase supermarket in which everything a person might desire in socialist Czechoslovakia exists and is perpetually available. (pg. 275)

Why is Anna called a *heroine*? What do you think the stories (of the serials) should have achieved in the normalization period? What makes Anna an exemplary socialist citizen? (Think also of the greengrocer).

What is it meant by *celluloid fantasy*?

theater, honor, favorite X *theatre, honour, favourite* – Are both spelling forms possible? Why? Which form is used in the text and what can we infer from it?

Do you know/can you translate the names of the following Czech serials? Can you try to match them with the pictures? What do you think each of the serials aimed to achieve/what life aspect did it focus on?

30 Adventures of Major Zeman

The Youngest from the Hamr Dynasty

The Woman behind the Counter

Hospital at the End of the City



These prompts may help you:
collectivization,
consumerism, women's
position, family, trust in
healthcare, the goodness of
socialism, the ability of the
police (Veřejná bezpečnost),
heroes, heroines,

subconsciously ... Brainstorm your ideas

6 Writing

This time imagine that you are a journalist. You may use the first text as a template. Interview the members of your family, your parents or grandparents, and ask them whether they used to watch normalisation serials, if so which of them? Ask them whether the watching of individual episodes was connected with any kind of ritual, what they can remember about it, etc. Choose one of the serials, watch one episode with your family and write about it.



Include the following information:

- which serial and episode you have seen
- what it was about
- who you were watching it with
- how it reflected the communist regime
- the opinions/ideas/memories or associations of your family members
- include some of the new vocabulary from the texts and glossaries (min. 10 words)

Photographs by David Newell-Smith, The Guardian article:
<https://www.theguardian.com/world/2018/jul/22/observer-archive-the-prague-spring-27-july-1968>

Glossary II Task 4b

word	pronunciation	definition	translation	word class	your examples
(take up the) gauntlet	/ˈɡɔːntlət/	to accept somebody's invitation to fight or compete			
comply	/kəmˈplaɪ/		splňovat, vyhovovat		
pierce	/piəs/	to make a small hole in something, or to go through something, with a sharp object			
veneer	/vəˈniə(r)/	an outer appearance of a particular quality that hides the true nature of somebody/something			
insidious	/ɪnˈsɪdiəs/		zálný		
consent	/kənˈsent/		souhlasit		
culpable	/ˈkʌlpəbl/	responsible and deserving blame for having done something wrong	provinilý		
hint	/hɪnt/	to suggest sth in an indirect way			
render	/ˈrendə(r)/		podat, vyličit; učinit		
confront	/kənˈfrʌnt/		čelit, postavit se (čemu)		
rivet	/ˈrɪvɪtɪŋ/	so interesting or exciting that it holds your attention completely			
level-headed	/ˌlevl ˈhedɪd/	calm and sensible; able to make good decisions even in difficult situations			
seamlessly	/ˈsiːmləsli/	smoothly, so that you do not notice any change between one part and the next			
air	/eə(r)/	to broadcast a programme on the radio or on television; to be broadcast			
gleaming	/ˈgliːmɪŋ/	shining brightly			
stock	/stɒk/	a supply of goods that is available for sale in a shop/store			

blissfully	/ˈblɪsfəli/		blaženě		
philandering	/fɪˈlændərɪŋ/	(of a man) having sexual relationships with many different women	záletný, sukničkář		
demotion	/diːˈməʊʃn/	a move to a lower position or rank, often as a punishment			
counter	/ˈkaʊntə(r)/		pult		
celluloid	/ˈseljʊləɪd/		filmový pás		
needy	/ˈniːdi/	not having enough money, food, clothes, etc.			
help out	/help aʊt/	to help somebody, especially in a difficult situation			
burden	/ˈbɜːdn/		břemeno		
traitor	/ˈtreɪtə(r)/	a person who gives away secrets about their friends, their country, etc.			
condemn	/kənˈdem/	to express very strong disapproval of somebody/something, usually for moral reasons			
showcase	/ˈʃəʊkeɪs/	a box with a glass top or sides that is used for showing objects in a shop/store, museum, etc.			
perpetually	/pəˈpetʃuəli/	in a way that continues for a long time without interruption			

8.2 Worksheet III – Teacher's Notes

The Prague Spring and Normalization

This last worksheet differs considerably from the previous ones, as at this time, the main topics impinge on Czech history. Although it may seem useless or complicated to learn about our national history in a non-native language, there is no reason to exclude it from our focus. It is quite the reverse, as the ability to reflect on national history in a foreign language is very important for it to exceed its borders. Foreign historians and researchers study various periods of Czech history and Czech historians release papers and books on various topics of Czech history written in English, German or other languages. What is important is to be familiar with the terms and names also in the native language. Moreover, it may be more engaging for the students to learn about their national history from different perspectives and as a result, they may pay more attention to it. The research of world historians and academics may supply different views which are extremely interesting and should be considered. Besides all these mentioned facts, one of the 4Cs CLIL targets at is *culture* which Coyle et al. explicate as “*intercultural skills and understanding [...] developed through interaction with a range of people in a range of contexts.*”¹⁶⁸ As they also suggest, elaborating on the *culture* understanding of CLIL, it is necessary that schools become active in participating in and organizing intercultural cooperation. Yet, it is important to start from our own culture, as we see and talk about causes and consequences of our current lives and culture. For this reason, teaching and debating about national history in L2 might be very beneficial. When learners interact with their peers from foreign countries, they probably introduce their own country and culture first, the same as their counterparts would do.

Again, this worksheet highlights the benefits of multiperspectivity and authentic texts. Therefore, the main written texts of this worksheet are an article about the Prague Spring published in *the Observer*, extracts from the book *The Greengrocer and his TV* by American historian Paulina Bren and a letter sent to the Central Committee of the Romanian Communist Party representing the perspective and rhetoric of the (totalitarian) regime.

Since both the language and content draw on the texts, students rather focus on form and genres and proceed from the textual level to sentence and word level, the language and content objectives (here based on Bloom's taxonomy) sometimes overlap.

Source: Bren, Paulina, *The greengrocer and his TV: the culture of communism after the 1968 Prague Spring*, Ithaca: Cornell University Press, 2010.

Content objectives:

Cognitive aims:

- knowledge-focused: students become familiar with the atmosphere of the Prague Spring and its aftermath – Normalization; students recognize and realize the power of

¹⁶⁸ Coyle, Do et al., p. 53.

media; students become aware of the communist discourse and can recognize and identify it

- comprehension: through different perspectives of a foreign observer, Prague citizens interviewed in 1968, an American historian and an official document providing the justification of the invasion by the communist cadres, students are able to compile a more comprehensive view of the events; they are able to create a picture of the atmosphere compiling the cultural and political viewpoint; students develop text comprehension, are able to interpret the text and identify the most important information
- application: students apply their knowledge, critical approach, ability to interpret and argue in cooperative speaking tasks (pairs, groups) and in the writing task
- analysis and evaluation: students are able to think about the sources critically and discuss the historical period; students initiate and lead a “generation discussion” on the given topics and are able to interpret and reflect someone else’s opinions; students contrast and compare individual perspectives

Language objectives:

- knowledge-focused: students acquire new vocabulary and define communist (political) rhetoric; students learn reading strategies, so they are able to identify and interpret the main ideas of the text
- comprehension: students are able to interpret whole texts (the main idea) and explain the ideas in their own words, i.e. apply the top-down approach, and focus on its individual passages in more detail in terms of both the content and language, i.e. the bottom-up approach, and interconnect the presented content with their knowledge and other information appearing in the worksheet
- application: students apply the language they see in the text(s), its style and given vocabulary in the individual tasks (glossary) or when describing (language of learning), speaking and the writing task (language through learning), students are able to argument and ask for the opinions of their peers (language for learning); students produce effective and useful output – they are able to express their opinions and produce a piece of writing showing all the aforementioned skills
- analysis and evaluation: students are able to compare individual texts in terms of their genre, lexicon and style, they listen to their classmates; they are able to categorize the language and compare it with other styles
- design – students are able to plan and produce a piece of writing based on given criteria

When it comes to 4Cs principal, we can define the objectives as follows:

CONTENT:

- enhance the awareness of the Prague Spring, Normalisation, the power of media, social and cultural history

COGNITION

- students develop thinking skills and critical approach by analysing texts and answering prompt questions

Materials Development for Language Teaching using CLIL

- students are able to compare the given problems to current issues
- students practice the skill of reading the texts and their interpretation, they learn to analyse texts, they acquire critical approach
- students realize the relationship between history and language as the media of influencing, and relationship between politics and culture
- students are familiar with the fact that there are always many perspectives which must be considered

COMMUNICATION

- (enhance the ability to describe and interpret a piece of text (both in terms of content and language) by developing vocabulary and fluency (language of learning))
- students are able to express their opinions and lead discussions and take part in them (language for learning))
- (students are able to produce comprehensible output based on given texts, practice and use some newly learnt vocabulary (language through learning))

CULTURE

- students become aware of the importance of knowing national history
- students accept different opinions (of their peers etc.)
- students learn to cooperate and be emphatic
- students are aware of the role of media and their relationship to power/regimes/politics

As with the previous worksheets, even in this case I have applied the presupposition that students have been made familiar with some facts and information about the Prague Spring, Palach's case and the Normalization. However, you may start the lesson with watching a part of (first 20 minutes) (or the whole) a documentary (in English) on the Warsaw Pact forces invasion in August 1968. <https://www.youtube.com/watch?v=_bVZMnQOHKw>. After students have watched it, they discuss it in pairs or groups. Ask them to think about some stories they may have heard from their grandparents or members of their families (it does not necessarily have to be related to the year 1968 but should be connected with life in communist Czechoslovakia). Go across the classroom, make sure students are attentive to each other, ask for opinions of the others and observe their communications/reactions/cooperation. Listen for useful and interesting phrases/utterances and write them on the board, discuss them together and also the strengths and weaknesses of their interactions. Then, write some names and terms appearing in the documentary on board and make sure students are familiar with them OR swap

the order of the activities, put the terms on the board first and then instruct the students to discuss them in pairs and observe their interactions taking notes.

e.g. *Alexandr Dubček, Moscow Protocol, Ludvík Svoboda, censorship, capitalism, socialist, freedom the Warsaw Pact, Leonid Ilyich Brezhnev, Czech broadcasting centre, socialism with human face*

Also check that students are able to discuss/answer the following questions: *How did the inhabitants of Czechoslovakia react? How did the politicians in power (led by Dubček) react? Can we talk about attack, betrayal? Who was appearing in the documentary?*



Publication date 1968
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Topics archives.gov, public.resource.org
Language English

National Archives - Warsaw Pact Invasion of Czechoslovakia - National Security Council, Central Intelligence Agency, (09/18/1947 - 12/04/1981). - This Czechoslovakian language film documents the Soviet invasion of Czechoslovakia and its goal of ousting Alexander Dubcek from power. - DVD Copied by IASL Scanner Thomas Gideon. - ARC 1536420 / LI 263.594

Credits
Uploaded by Public.Resource.Org from House.Resource.Org.

Identifier gov.archives.arc.1536420

Reviews [Add Review](#)

Reviewer: dreich@yahoo.com - ★★ - September 5, 2017
Subject: Missing English subtitles transcript translation
An important piece of WWII history. Found this while search for the Warsaw Zoo after reading book and seeing movie The Zookeepers Wife. "This is Warsaw calling" they kept saying on the radio as the Nazi and Soviet armies had Poland stuck in the middle and rounded up all the Jewish people. An important piece of history to never forget.

The comment says: *An important piece of WWII history. Found this while search for the Warsaw Zoo after reading book and seeing movie the Zookeepers Wife. "This is Warsaw calling" they kept saying on the radio as the Nazi and Soviet armies had Poland stuck in the middle and rounded up all the Jewish people. An important piece of history to never forget.*

You may show this picture to your students. There is a different video

documenting the events of 1968 in Czechoslovakia available on archive.org. Actually, there are many videos, however, this one is interesting due to the commentary which you may see at the bottom of the picture. This commentary may serve as a good example of the danger of misinterpreting history. In this case, the author of the commentary has mistakenly considered the video to depict Nazi atrocities in Warsaw, Poland, during the Second World War. Possibly, this erroneous conviction was caused by the fact that the author miscomprehended the term Warsaw Pact Invasion and did not find any further information about it.

(<https://archive.org/details/gov.archives.arc.1536420>)

Show it to the students and instruct them to discuss the commentary, identify the problem and try to suggest some ideas of how to prevent this, e.g. consulting relevant sources, using the internet, checking more sources, thinking carefully about given information and reflecting them

1. Students read the article from the Observer, which depicts the hope and atmosphere of the year 1968 only a month before the invasion; people who united and supported each other. It presents many perspectives of different people as well as the one of a foreign journalist (as stated by the Guardian, this article was part of the series of articles called "The Czech Ordeal" written by Gavin Young; the photographs were taken by David Newell-Smith and some of them, though not all, are also used in the worksheet). By instructing the students to interpret the idea of each paragraph, the task is made easier because they have a shorter

and predetermined piece of text to concentrate on. The aim, therefore, is, to interpret the text in their own words (also using the vocabulary from the texts).

- As this has not been done yet, students may write the main idea(s) of each paragraph using *bullet points* structure, while each point would, at the same time, include key vocabulary to organize the input and their own thoughts. Later, students compare these notes.
- For the sake of variety and time, and also in connection with the topic of Czech history, students are provided with Czech translation in the glossary. Go through the vocabulary as a class (or it may be set as individual homework), and as the case may be, complete the spare cells with more unknown vocabulary. Then, instruct the learners to think of their own examples of the word usage and definitions, they should also complete the word class to be aware of the language necessary to describe language. This, again, may be set as homework, but it is important that you check students have filled it in since besides provided scaffolding, this task also aims at producing the output.
- The article is accompanied by many pictures depicting the culture (Tuzex etc.) Students may practice description and “reading” pictures as a visual source.

3a. The underlined words shall represent lexicon of political discourse. Students try to find this out (may discuss it in groups or pairs and ask the students who know it for explanation) and match the words with the definitions. As these terms are related to the theme of politics (regimes etc.), it is important that you do not delete or change these words in case you modify the article since they stand for content-obligatory language and are important for students’ comprehension of the topic and for the content.

3b The author seems to have quite positive view on the atmosphere in Czechoslovakia, he observes and describes a lot of positive changes. Encourage the students to underline some sentences expressing the author’s view and define that opinion, students may compare their ideas. By underlining the key sentences/expressions/words in the text, students learn to work with it and support their arguments, which is salient in academic environment or in any piece of writing.

Content questions: If students do not know the answers or cannot elicit it from the text or documentary, they may use books and the internet to search for the missing information.

3c, d These questions focus students’ attention on particular parts of the text and a challenging grammar construction. Students firstly try to infer its meaning from the context or may consult it with their peers, or use dictionaries, grammars etc. 3d – students realize that *metaphor* is not only a matter of poetry and fiction.

This text may further serve as a good example of the use of participle clauses, if you wish to elaborate on that, as students may use it in their writings. It is the grammar explained usually to B2 and C1 students, so students might be familiar with it. Probably, they will know the form, but you may elaborate on its use. Other suggestions: past perfect, reported speech or spontaneously anything the students are not familiar with or are interested in.

4. Follow the instructions in the worksheet. The questions below should stand for another example of scaffolding – focusing students' attention on key information and language – especially the emboldened words (the following page) manifesting the communist discourse and language. You may use a short text in Czech language released by the Central Committee of the Czechoslovak Communist Party and compare the language with the students. You may translate the key words or elicit Czech equivalents of the words: *counterrevolutionary*, *bourgeoisie*, *subversive activity* etc. Provide the translation for the term *Central Committee* – *Ústřední výbor*.

You may need to pre-teach the underlined words (disconcert, reinstate etc.) or you can replace them with near synonyms. However, again, do not replace the crucial words in bold necessary for the context of the topic.

By reading this extract, the learners should become familiar not only with the power of the communist rhetoric, but also with the main argument of the invasion: the Warsaw Pact troops came to save the country from *counterrevolution* and protect her. Prominently, there are two camps standing against one another: the good – communism X the evil – counterrevolution, the rightists and capitalists.

- Students discuss this based on the primary source
- Get some feedback
- Summarize it using the board
- You may compare the language with the present-day political discourse

TO THE CENTRAL COMMITTEE OF THE ROMANIAN COMMUNIST PARTY

The Central Committee of the Bulgarian Communist Party, of the Hungarian Socialist Workers' Party, of the Socialist United Party of Germany, of the Polish United Workers' Party and the Communist Party of the Soviet Union make it their duty to inform you that most of the members of the Presidium of the C.C. of the C.P. of Czechoslovakia and of the Government of the Czechoslovak Socialist Republic addressed us the request to grant the Czechoslovak people without delay support in the struggle against the **rightist, anti-socialist and counterrevolutionary forces**, as in the wake of the developments of the Czechoslovak Socialist Republic, there appeared a **real danger of a counterrevolution and of losing the conquests of socialism**.

What happened in Czechoslovakia of late? Defaming all the Czechoslovak people's achievements in the twenty years after the socialist revolution, the activity of the C.P. of Czechoslovakia, the **anti-socialist, counterrevolutionary** forces have seriously prejudiced the position of the P.C. of Czechoslovakia, greatly undermined its influence in the masses, in **the ranks of the working class**. Convincing proofs thereof are facts like the **election** in many **enterprises of trade union committees** without communists, **the broad dissemination** in the country of the slogan "**Soviets devoid of communists!**"

The Communist Party experiences now a difficult period of actual **scission**, which affects both its **leadership** and, to a greater extent, the basic organizations. Following the mass-wide change of the **cadres**, which dealt a blow to numerous honest communists who, in their majority, had had nothing to do with past mistakes, the Party organizations in regions and districts got weakened. The moral terror against the honest communists disconcerted the people's masses that were misled, while a certain segment of the people, less prepared politically, were actually drawn into the anti-socialist campaign.

On the contrary, during the past eight months, the **counterrevolutionary** forces organized themselves, created a system of political parties and organizations, acting under obviously **anti-socialist** slogans, and grabbed the **mass media** - an important part of the state apparatus - and used them for their **subversive activity**. They have been consistently promoting a policy of removing communists from power, of restoring **bourgeois democracy**, of reinstating **capitalist rules**.

4a The following activities aim at reading comprehension and the ability to interpret and analyse texts, as students encounter a different genre; they are templates for the final writing task; they trigger discussion not only between students but also between generations.

Again, the same principle is applied. Text is divided into several paragraphs expressing a different idea or the author's perspective. Each paragraph is followed by prompt questions (scaffolding) to help the students focus on important points. In the glossary, in this case, the learners are provided with either the definition or translation, so they further work with the vocabulary and produce effective output (providing definitions or using the words in sentences, creating their own examples). Especially extract number one offers the very interesting perspective of Václav Havel – people, without having explicitly supported the regime, consented to it by complying with the predetermined life routine. Students may use their knowledge of third conditional and modals as well as the language of giving opinions and discuss it. (There is no wrong answer when it comes to personal opinions, which might be motivating.) (language for learning)

Students start to brainstorm ideas about the influencing role of media. They discuss it in pairs or groups. They read the text individually and then discuss and compare their ideas in groups. Go around the class and sometimes join the discussions, get some feedback.

Students may focus on the way the author uses description – present simple, describing the behaviour and “deeds” of the main character, her social background, the use of partly informal vocabulary (staff) etc.

As the author is American and the spelling of AmE appears more than once, I have decided to emphasise this for the learners. You may elicit (or provide them with) some more examples. Students may use dictionaries or the internet to find some more words/differences between BrE and AmE.

5 Students follow the instructions. They should become more familiar with the Normalization serials, so they are prepared for the writing task. They use the prompts and work in groups, later check it with the class.

6 The Writing task

Students use the texts of this worksheet or the additional texts already provided (an essay and a film review) to accomplish this task. Important is that they communicate with their families and are able to interpret also their views. Instruct them to use some of the vocabulary from the worksheet to ensure there is also effective output of the new vocabulary (meaning) besides the form (grammar) (language through learning). When evaluating and marking this, do not correct everything – rather make sure students include some introduction, description, interpretation of different opinions and include their arguments.

The final glossary

The words in bold should correspond to B2 and C1 vocabulary, though you may consult the englishprofile.org and embolden more vocabulary or go through it with the students without modifying the text. This must be adjusted based on individual classes, their proficiency and needs. As this also has a visual effect, in order not to discourage the students I have emboldened only the words I thought might be new. This, therefore, depends on your further consideration as the teacher to modify the worksheets/texts/glossary. Once the input is gone through, instruct the students to work with the glossary and discuss/practice the vocabulary in pairs or groups, so sufficient output is ensured (language of and through learning).

The language of the text:

The main objective of this worksheet is to interpret the main idea of individual texts or paragraphs. This is salient for both the content subject and the language skills which are subsequently practiced. Students need to incorporate the language of learning (what the learners need to acquire to comprehend the text, to learn and be able to describe something; in other words they need some language to identify in order to learn), the language for learning (talking to their peers, the teacher; for example requiring the opinions and attitudes of the other people in the group, organizing the process of the activity/task etc.) and language through learning (activating the newly gained knowledge and language skills including grammar, register and vocabulary).

Suggestions for simplifying the text, adjusting it to levels lower than B2+ (C1)

The same suggestions as in Worksheet II may be applied. There are some examples of text modification:

Original:

*1: You see signs of the new patriotism everywhere. Most evident were the **swirling throngs**, day after day, round tables **set up** for people to put their names and addresses to a massive **pledge** of support for the Government. They blocked the pavements and **overflowed** into the roads.*

Modified:

*You see signs of the new patriotism everywhere. Most evident were the **crowds of people**, day after day, round tables **prepared** for people to put their names and addresses to **support the Government**. They blocked **the pavements and roads**.*

Original:

2: In September 1974, a report on television broadcasting was presented to the Communist Party Secretariat by Culture Minister Miroslav Müller and Vasil Bejda, head of the Central Committee's propaganda and agitation department. The report **hinted** at what **was to become** a vital programming genre for normalized television: "It is [state television's] goal to creatively **render** the life of a person in socialist society, his relationship to his work and his life, his ethical world, his internal as well as social struggles and conflicts.... The most ideologically significant, as well as the most effective and entertaining for viewers, is the dramatic genre." Previously, General Secretary Husák himself had suggested to Zelenka that, in his personal view, dramatic pieces produced for television "must crucially be focused on contemporary themes." Zelenka fully agreed, adding that the dramatic genre represented television's unique potential and that film and theater could not compare with television in its ability to **confront** contemporary issues in a dramatic and **riveting** form.

Modified:

In September 1974, a report on television broadcasting was presented to the Communist Party Secretariat by Culture Minister Miroslav Müller and Vasil Bejda, head of the Central Committee's propaganda and agitation department. The report **said** what **was going to become** a vital programming genre for normalized television: "It is [state television's] goal to creatively **influence** the life of a person in socialist society, his relationship to his work and his life, his ethical world, his internal as well as social struggles and conflicts.... The most ideologically significant, as well as the most effective and entertaining for viewers, is the dramatic genre." Previously, General Secretary Husák himself had suggested to Zelenka that, in his personal view, dramatic pieces produced for television "must crucially be focused on contemporary themes." Zelenka fully agreed, adding that the dramatic genre represented television's unique potential and that film and theater could not compare with television in its ability to **face** the contemporary issues in a dramatic and **gripping/attractive** form.

Modified:

In September 1974, the Minister of Culture Miroslav Müller and Vasil Bejda, head of the Central Committee's (Ústřední výbor) propaganda and agitation department reported to the Communist party that there was a new programming genre prepared for normalised television. The state television planned to influence people's life, work, conflicts, relationships etc. in the socialist society. They decided to use the dramatic genre, because it was ideologically significant and also entertaining for the viewers. The General Secretay (generální tajemník) Husák had said to Zelenka that the television had to focus on contemporary themes. Zelenka agreed. He thought that film and theatre could not be compared with television, because TV was able to present the contemporary themes in an attractive form.

9. Reflective Evaluation and the Conclusion

9.1 Methodology

To begin with, I would like to emphasise some facts claimed by Coyle et al. which are important to realize when creating our own teaching materials and planning CLIL lessons. Firstly,

CLIL is not simply education in an additional language; it is education through an additional language based on connected pedagogies and using contextual methodologies [...]”¹⁶⁹ Accepted effective-practice pedagogies associated with individual subjects should offer the best approaches also for CLIL contexts, although [...] teachers will need to adapt their focus to meet the specific demands of the language dynamic. Nevertheless, the successful teaching strategies and devices which are proven to underpin learning in each content teacher’s repertoire should still be the starting point for all CLIL course plan. Language-teaching pedagogy by itself tends not to be appropriate for CLIL [...]”¹⁷⁰

Secondly, “*It is important to remember that there is no single CLIL pedagogy.*”¹⁷¹ These quotations bear an important message – even though CLIL has its principles, otherwise it would really be restricted only to teaching a subject in a foreign language, there are definitely more ways of approaching this method. Simultaneously, it does not equal pure language teaching. These statements also offer a suggestion on how to start and plan the process of teaching materials development. Moreover, Coyle claims that connected pedagogies are rightfully used in CLIL which is a step I have done in the theoretical part where I established approaches to History and L2 that were going to be applied in the designed materials. Furthermore, Dalton-Puffer comments on the variability in the range of possible realizations of CLIL programmes, be it short-term or long-term programmes or CLIL seminars spanning over only a few weeks. Similarly, their intensity may differ.¹⁷² On the one hand, this states no strict rules which may be seen as a disadvantage, on the other hand, it gives schools and teachers the possibility to tailor it themselves.

In this section, I will comment on how these statements above are reflected in the design of the worksheets. The aforementioned quotations speak in favour of applying the content subject, its demands or curriculum as the determining factor. I have also emphasized its advantages in the theoretical part of the thesis including, for example, the logic of the procedure to give precedence to the content over the language requirements and establish the language

¹⁶⁹ Coyle, Do et al., p. 25.

¹⁷⁰ Coyle, Do et al., p. 109.

¹⁷¹ Ibid.

¹⁷² Dalton-Puffer, Christiane, Nikula, Tarja and Smit, Ute (eds.), *Language Use and Language Learning in CLIL Classrooms*, Amsterdam: John Benjamins Publishing Company, 2010, p. 2.

objectives only after a suitable text has been selected. Then, it is natural to take the advantage of the language in use to create an authentic environment.

I have decided to focus on three topics from modern and contemporary history, and to explain this choice, I must maintain the same reason which lies behind this paper. There has been a discourse and also some research on the history and events of the 20th century being unintentionally sidelined in Czech schools. Not for the reason that this period is considered less important (as it is quite the reverse), but since there is hardly any time left for these themes, which are part of the curriculum of the students in their last year, to be discussed. All these topics would, to a lesser or greater extent, comply with the *Educational Framework Program for Grammar School[s]*¹⁷³ in which the subject matter is defined rather generally, as it is further the responsibility of each school to develop its own curriculum. As it is especially important that sufficient attention is paid to modern and contemporary History and its issues, at least in the fourth or last years, all the topics considered in the worksheets deal with 20th century events (antisemitism is, of course, a much older issue, but we look rather at its consequences).

The first and second sheet relates to the world history, whereas the last one touches upon the topic of Czech history to prove that creating teaching material for such lessons is usually not more demanding or difficult and that the need to teach and learn about national history in the second or additional language is relevant and very useful. The advantages of starting from the content while planning the form of materials include authenticity, variety and greater simplicity when compared to setting the language goals first. It would be, for instance, quite unnatural, very limiting and complicated to establish the aim to introduce and practice the grammar of present perfect in the first step and only then start to search for an appropriate text. The process I employed, i.e. defining the content and related topics first, then searching for or choosing suitable texts, enabled me to compile the worksheets using topic-related texts providing different perspectives and, naturally, different kinds of language and various genres. Moreover, this “strategy” is nothing against CLIL practice, actually, it is quite the reverse. Dalton-Puffer argues that:

One generalization that can be safely made for CLIL programmes in Europe is that the logic according to which they operate is that of the content subjects. It is the curriculum of the content-subject that is delivered in the foreign language while language goals may be high but remain implicit [...] That is to say that on the continuum by which Stoller [...] distinguishes

¹⁷³ Educational Framework Programme for Grammar Schools: <http://www.nuv.cz/file/161>

between language-driven and content-driven programmes, European CLIL practices can clearly be found towards the content end.¹⁷⁴

First, I determined the criteria for the texts which included their authenticity and the possibility to apply language awareness approach¹⁷⁵ and also the aim that students should further work with a number of primary sources and secondary sources. When, for some of the texts, i.e. transcriptions, also recordings and videos are available, I see it as a great advantage. This was applied, for example, in Worksheet I because Churchill's speech is available as both audio and video recording; similarly, in Worksheet II, I also included an audio recording simultaneously representing oral history. This would not be available for fabricated texts, especially when teachers create the materials themselves. Moreover, it is one of the possible inputs besides the teacher's talk and written texts, and even though we have a C1 (B2+) learner in mind, there is no need to omit the development of listening comprehension.

A suitable text should be well-analysable in terms of its language and style and, of course, the quality of information that it provides, be it explicit data and information or something that we can infer from it; in language teaching terms we can also add that comprehensible input is very important if not crucial. This involves possible complications. CLIL classes are often found demanding by some students, especially at the beginning,¹⁷⁶ however, they are also appreciated by them, probably because there might be rewarding results. As "comprehensible" we usually consider vocabulary and grammar difficulty which is slightly above the learner's level.¹⁷⁷ In other words, it needs to be encouraging and challenging, but should not cause demotivation. It might seem that the present worksheets are very challenging in some places, however, as it has been mentioned, they are designed with "ideal" – rather C1 learners in mind. They are longer and complex and maintain the original versions of the texts, in other words, the texts are not modified, yet they are definitely modifiable. Moreover, they aim to serve as a kind of manual without saying that in their current form, they can be used and applied in every classroom. More difficult and dense texts might be well-usable, for example, in classes where the students appear to be self-confident when it comes to language learning; or where the teachers need to engage the students in something new in a creative way or even in classes with a few bilingual speakers. Such students can be "used" by the teacher to help the less proficient ones.

¹⁷⁴ Dalton-Puffer, Christiane, Nikula, Tarja and Smit, Ute (eds.), p. 2.

¹⁷⁵ See Chapter 5.

¹⁷⁶ Coyle, Do et al., p. 110; 159–179.

¹⁷⁷ For example, the i+1 input hypothesis formulated by Stephen Krashen.

CLIL is also targeted at academic language, therefore, the more examples the learners are provided with, the better. I can also use some quotations to support the ideas of the worksheets' structure and design. "*Students cannot develop academic knowledge and skills without access to the language in which that knowledge is embedded, discussed, constructed, or evaluated. Nor can they acquire academic language skills in a context devoid of [academic] content.*"¹⁷⁸ Also for this reason, the texts I used are not primarily modified, adjusted or simplified, as this can be done by each teacher based on the needs, strength and weaknesses of the learners. Yet, the Teacher's Notes include some suggestions on how to modify the materials.

In the individual worksheets, I endeavoured to abide by the principles determined in the theoretical section. Considering the content subject, the main established goal was the application of multiperspectivity. This is obvious especially in the second and third worksheet, where the same events are reported by different observers, participants and sides.

In order to develop the teaching material, answering the following questions suggested in Coyle et al. might be helpful, for example:

*What sort of tasks most motivate our learners?*¹⁷⁹ This is, of course, related to a specific class and learners and is helpful when we have some teaching experience in the given environment. However, in general terms, we should first determine the goals and methodologies that we are going to use. I have decided to rely on authentic texts which may bring many advantages, but also some disadvantages. For the sake of revision, the advantages include grammar matter variability, language in use, wider range of genres, more variabilities and options when it comes to text analysis (for example, the learners learn to approach the texts critically, focus on speaker's or writer's perspective, compare different viewpoints).¹⁸⁰ The disadvantages may be

¹⁷⁸ Crandall, JoAnn, "Strategic integration: Preparing language and content teachers for linguistically and culturally diverse classrooms", in: Alatis, J. E. (ed.), *Roundtable on Languages and Linguistics. Strategic Interaction and Language Acquisition: Theory, Practice, and Research*, Washington, DC: Georgetown University Press, 1993, p. 256.

¹⁷⁹ These questions in: Coyle, Do et al., p. 122 are linked to the choice of material, however, here I apply them to the design of the material. They are relevant when describing the process of their development and established requirements.

¹⁸⁰ By this I refer rather to the issue of texts designed and modified for the purpose of language or content subjects teaching (or even CLIL, actually). When we produce a text which may be the result of compiling and assembling various sources that we re-narrate and summarize, we, in fact, provide interpretation of the text and the interpretation of the learners thereby becomes an interpretation of an interpretation, which is something that can be avoided by the use of primary sources, in the case of history, for example. It might be argued that secondary sources, i.e. historical biographies, are also interpretations of the history and primary sources of the historians. This cannot be denied, however, these biographies stand for inseparable part of the subject and a salient model of historical writing and thinking displaying natural language of the genre – arguing, expressing opinion, referring to previous research, supporting one's own arguments etc. And in this case, it should be recognized that there is a difference between a short simplified text compiled for a textbook and a proper secondary source providing natural language of the genre.

language inhibition, the reluctance of students to cooperate or the fact that they are not used to working with such sources. As a result, it may last longer for the learners to get used to this or see its advantages.

How much do we wish to use individual reading/writing tasks; paired tasks; group work? What should stimulate these tasks? Obviously *reading tasks* are crucial. It prepares the learners for academic language and requirements, integrates content and language naturally, enables the students to focus their attention on an activity most of them rarely spend time on when they are not at school. Reading tasks provide effective input which the learners and teachers can further work on. From all the perspectives (content and language) reading tasks demand the student to approach it critically (cognition, thinking processes), discuss it (communication; language *of* and *for* learning). Pair or group works should alternate, so the students are able to communicate with different partners, whereas individual tasks are suitable in some research tasks. Moreover, collaborative tasks may reduce inhibition and make the study environment more comfortable. On the other hand, teachers need to make sure this organization works, and students communicate (in the given language). *Writing tasks* stand for a natural output not only linguistic, but show how the students think and argue, what information they found and their ability to process and approach it. Again, it is, besides oral production, the most required output in the academic environment.

How much do we wish to use research tasks? To that extent so we excite learners' interest and alternate the activities. It also helps the learners "anchor" the new information.

The language requirements of completing the tasks are appropriate, they should not represent a barrier in their expression or understanding. In case the language really represents a barrier, then the materials should be modified. However, the language of output needs not to be perfect and it should not be required that the language of output is the same as of the input. Glossaries and scaffolding are present to help, students should also use other sources (dictionaries etc.), be given preparation time etc. What is important is that the students are able to use at least something new from their input and reflect it in their output, in other words, move, for example, some new words to their active vocabulary. The output tasks are in written formats, research tasks, discussions, fill-in exercises and they should lead the students to understand the concepts.

After we analyse the texts and sources used in the designed materials, we should set content objectives and language objectives. These can be defined using Bloom's taxonomy. It is also possible to define these aims drawing on CLIL's 4Cs and 3Ls – in other words define which parts of the lesson, which activities (and in what ways they) relate to Content, Cognition,

Communication and Culture (see the Teacher's Notes) and define how and with what specific objectives the learners need to access and use the language of learning, language for learning and what is the achieved language through learning going to be.

9.1.1 *Defining the principles of 4Cs*

CLIL integrates language and content in order to achieve higher goals. Lesson planning consists not only in what content will be discussed and through what linguistic devices, but it also involves thinking about students' interactions, providing them with 'food for thoughts', so they learn to reflect what they learn. Moreover, we need to ponder over it in more general – cultural scope.

The content needs not to be commented on as it succumbs to school curricula, teacher's own choice (as it was the case in this paper) or may elaborate on a topic discussed in the content-subject or even in the language classes. Communication requires the emphasis on student-oriented tasks and activities, but the teacher should still be watchful to direct the discussions, provide help, instruct the students and demand output. Cognition ideally embraces all the constituents of the lesson – when reading and looking for information, communicating with one another, expressing their thoughts and opinions on paper, searching for information, students acquire knowledge, understanding and experience. The activities they participate in should therefore aim at developing the cognitive processes by e.g. requiring application of new information, practice and intensive reading. Finally, cultural aspects of CLIL may not be that obvious and hard to define. It is probably easier to define cultural objectives in topics which are "international", such as the one developed in WSH II – antisemitism and Holocaust which stand for a delicate issue considering almost all the nations. History, as the determinant of the content, targets at culture in essence. History, be it national or world's history, determines political relationships, cultural heritage and is one of the elements on which a nation is built. In the case of WSH I, Winston Churchill may be seen as a national hero. In WSH III, the cultural part may extend to cover current issues – such as the power of media and the integration of media and political power. Sometimes, these cultural aspects may correspond to cross-curricular themes (*průřezová témata*).

9.2 *Academic language*

Writing tasks

The writing tasks ensure efficient output of the language *of* (using the terms, providing simple analysis) and *through* learning (by using the dictionary and applying the newly learnt matter, the students increase their proficiency). The assignments instruct the students to think

about the issue whereby they should apply the language of explaining, hypothesising, giving opinions, description etc. Such tasks, besides practising (academic) language, reflect the cognitive processes and often the cultural aspects (salient, for example, in the case of antisemitism). These tasks stand for a preparation for learners' further studies.

How to work with language

*“CLIL classrooms are academic environments, and academic language will, perforce, be used. It will be available in the input and required as output.”*¹⁸¹ It is not in the scope of this paper to develop materials that would cover all the theory and place for practising different aspects of academic language. This is rather a longer-term work based on written texts analysis and students' producing their own writings. I have already suggested some ideas of how to approach writing templates (Teacher's Notes for Worksheet II) and as we need to realize that academic language and requirements on writings are complex, working on how such an essay should look like will cover more than one lesson and the features of the genre need to be explicated gradually and systematically. I have already introduced the 3Ls categories that CLIL pedagogy develops, this issue would rather fall under the language of and through learning.

Dalton-Puffer mentions, besides others, questions in classrooms, and some of their academic language functions – explaining, hypothesising, evaluating, analysing, classifying, comparing, describing, drawing conclusions, requesting and giving information etc.¹⁸² Many of these functions were addressed in the worksheets, yet some of them are not dealt with in detail when it comes to theory. However, they are mentioned here as suggestions of what to focus on further. Learning materials are not the only tool of providing input, there are additional materials (some also suggested in the Teacher's Notes), teacher's input and explanation, the input provided in language lessons and in other subjects.

The functions of language that have been touched upon (and may further be elaborated) include *describing* (e.g. pictures, caricatures, plot or stories in the writing tasks); hypothesising (the grammar of modal verbs or conditionals in WSH II); *analysing* (in fact all the tasks are based on analysis of the given texts in terms of language and content – this is a skill that needs to be practiced and requires a “guided” analysis and help at the beginning); *classifying* is also addressed in terms of language (e.g. WSH I and the meanings of present perfect); *comparing* (of completed tasks, pictures); *evaluating* (giving opinions); *drawing conclusions* (is involved

¹⁸¹ Dalton-Puffer, Christiane, Nikula, Tarja and Smit, Ute (eds.), p. 127.

¹⁸² Dalton-Puffer, Christiane, Nikula, Tarja and Smit, Ute (eds.), p. 129.

in the tasks where students should identify and interpret the main ideas of the texts); *requesting information* is an issue of politeness, but also part of the communication between the students in pairs, groups or in the class (this needs to be further elaborated on).

When it comes to the distribution of questions in the classrooms, the reality usually is that it is the teacher who asks the questions – even three out of four questions are addressed by a teacher.¹⁸³ In the worksheets, questions stand rather for the input (model) and as part of scaffolding (a well-formulated question may help the learners to extract accurate information). Students are therefore usually given questions. However, we should also put emphasis to the fact that in the classrooms, students should also formulate them. This should, actually, be involved in lead-in activities to writing tasks. In fact, at the beginning of every essay there must be a “research question”. Students also need to use questions in their class discussions, whether they address their peers or the teacher. To conclude, teachers should motivate the learners to formulate some questions as part of the activities. Furthermore, the types of questions that emerge in the class may be *closed (yes-no)* or *open (wh-)* questions. The former type is not really efficient in language classes, yet in some situations such questions are perfectly sufficient. The latter type is the one which the students should be demanded to answer, and thereby provide explanations, but also to formulate.

The typology of open questions comprises further categories: questions for facts, questions for explanation, questions for reasons, questions for opinions and meta-cognitive questions.¹⁸⁴ These categories mostly comply with the aforementioned functions of language and are also addressed in the materials. They are not only addressed from the linguistic perspective, but also from the content subject – History and cognition. By formulating such questions, students may realize the interconnection between different events, rules and regularities and thereby draw some consequences.

9.3 Conclusion

The worksheets differ in their form – Worksheet I is rather a starting point for CLIL when compared to more complex WSH II and WSH III. Their aims are described, and additional materials provided in the Teacher’s Notes. There are many objectives, so it is impossible to cover all of them or complete the whole worksheets in one class. The scheduling depends on the needs of individual classes etc. They were, however, designed with the aim to provide a

¹⁸³ Dalton-Puffer, Christiane, Nikula, Tarja and Smit, Ute (eds.), p. 100.

¹⁸⁴ Dalton-Puffer, Christiane, Nikula, Tarja and Smit, Ute (eds.), p. 98.

complex view of the given theme in order to create a content-meaningful whole and cover the language in use based on the texts. The worksheets are summarized in the following bullet points.

9.3.1 Worksheet I

This worksheet is shorter than the following ones and when compared with them, includes less texts. It is inspired by the structure of chapters in the analysed textbook *Past Simple*. It is based on one key text and the personality of Winston Churchill. The language draws on the mentioned text. It shows one of the possible approaches to the topic, probably good to start with as it is not that complex as the following materials.

When meeting the input, the approach that was applied in Worksheet I was as follows:

- Start with visuals (photos) and brainstorm ideas.
- Brainstorm existing knowledge focused on both the content and the language. The students, therefore, need to think on two levels simultaneously and should realize the logical interconnection between the content and the language.
- The first two activities raise awareness about the discussed period and set questions.

The main text

- Introduces the idea of Cold War – the message.
- The message is provided in a comprehensible and accessible way.
- Is accompanied by available listening.
- Scaffolding is provided – the glossary.
- It is an example of spoken language.
- By applying some of the data in the map, students learn them and more importantly, realize them (can visualize the historical reality).
- The following activities focus on content (application of the newly gained knowledge) and language (analysis of the speech) (language of learning).
- Critical thinking is activated and developed.
- Students need to comprehend the text and describe from both perspectives (↑), they use the language of learning.
- It introduces the personality of Winston Churchill – one activity focuses on the elaboration of knowledge about WCH.
 - Research-based task
 - Individual work of a student followed by a cooperative task.

- Students use language for learning and learn language through the communication, reading, categorization of grammatical rules, working with the glossary and the research activity.
- Writing task – practices the student's ability to think critically. Should be used to map the student's writing which is further elaborated on. It can be left without templates, or the model writings from the following worksheets might be used.

9.3.2 Worksheet II

From the beginning, Worksheet II concentrates more on the cultural part – the overall aim is that the students realize the roots of Holocaust and the factors that led to it and enabled it to happen – it is about the learner's awareness of the issue and development of empathy. Even though different opinions should be respected, as teachers we should ensure that in the case of Holocaust, racial hatred and discrimination, there is only one attitude that is right – it is reprehensible and should not be supported.

When meeting the input, the approach that was applied in Worksheet II was as follows:

- Again, the worksheet starts with visuals that may open a discussion and which stand for depictions of what the cultural aspect of this worksheet aims to bring to learners' attention – forms of antisemitism.
- Scaffolding – prompts along with the visuals aim at the language of description and simultaneously culturally specific vocabulary (language of and through learning). Caricatures are a source of cultural thinking and historical reality (*culture, cognition, content*).
- This time, the texts are followed by specific questions aiming to help the learner orient in the text and focus on important pieces of information, the language and what can be inferred from the texts (*cognition*) (language of and through learning).
- Texts follow one from another, they promote multiperspectivity.
- The application of multiperspectivity (usually) simultaneously enables the provision of different genres and their subsequent comparison.
- The language tasks should ensure the input is conveyed into output. The language should not only be analysed, but also applied – not only in the tasks, but also in the glossary. This time, students are provided with the definition (language of learning), but are given additional tasks, so they work with the vocabulary which should lead to its retention (language through learning).

- Students learn to hypothesise and express opinions (language through learning).
- Students are given examples from which they infer rules (inductive method).

9.3.3 Worksheet III

This last piece of material, again, differs in some ways from the previous ones. It focuses on a period of Czech history. Therefore, it embarks on something that might seem difficult to deal with. This time, it is advisable that there be a connection between the L2, the content and L1 as well. In general communication, the practical use of the ability to talk about something directly concerning a nation in a foreign language is usually required more than talking about, for example, a history of Anglo-American culture. Nevertheless, it is also important that the terms and specific vocabulary is understood and familiar in L1. To remind the learners about their L1, the scaffolding in this worksheet provides not only definitions, but also translations which are, in some cases, completed for the students. The gaps intended for translation into L1 have their place in worksheet II as well, as it is a way to ensure the learners understand the word, it is quick, “easy”, efficient and usually stands for a form of learning. Moreover, it helps the learners orient in and comprehend the texts better whereby it aims at the language of learning, as all the previous glossaries.

When meeting the input, the approach that was applied in the worksheet III was as follows:

- Visualisations, this time, are part of the introductory article. This article supplies the first view on the topic which includes a lot of subject specific vocabulary. The typical structure of the text (magazine/newspaper article) enables the learners to focus on the key idea of each paragraph. In order to be able to interpret it, they need to understand the language (language of learning) or discuss it (language for learning) and be able to think about the historical period.
- By focusing on form, students learn to rely on the text as the main source of input.
- Students encounter three genres in this worksheet – a magazine article (the language of journalism), official document – a letter (regime rhetoric) and a historical monograph (a kind of scholarly and academic language) which they may compare.
- Content input is also supplied by the serials in L1 which need to be reviewed in L2, however. Moreover, students are instructed to approach it critically which they should be able to do based on the focus of the worksheet.

- The writing task is, this time, focused on a different kind of cooperation – students need to interpret someone else’s opinion and try the role of a historian by leading an “interview” with their parents and thereby engage in a cross-generation discussion.
- The choice of grammar matter is this time left up to the teacher. The main objective is to practise text’s interpretation and therefore the worksheet focuses rather on text level.

Conclusion

Being different in its nature, the empirical part of this thesis offered one of the possible ways of approaching CLIL pedagogy which will, hopefully, become more widespread and seen as an alternative in education and as a means of engaging first, more and more advanced students at secondary schools, and second, students at all levels of education. The materials also reflect other methodologies in History and language teaching which seem to be rather sidelined. Thanks to the prominent position of English as Lingua Franca, and History as a subject of humanities drawing on mainly written sources analysis, critical thinking and acquisition of “historical thinking”, not only their integration, but also their framing in CLIL pedagogy seem quite natural and in accordance with one another. As the link between the subjects and methodologies, as well as CLIL principles, I have chosen the use of authentic text. This led to the focus on form – the textual levels of provided sources which were further analysed also on the sentence and word level. Such approach enables to concentrate on the content first and then, based on the analysis, define the language objectives which exceed the field of grammar and vocabulary, but focus on structural and textual levels, sometimes may even touch upon pragmatics. Thereby this approach maintains constant interconnectedness of the two subjects, and simultaneously, it encompasses critical thinking, learner’s comprehension, knowledge, memory or the formation of personal judgement, in other words, cognition. In CLIL, this is emphasised by the affinity between thinking and academic language. Discussion over the topics cover communication in the class and topics usually have a cultural overlap. It is not only the 4Cs that overlap, but also the language and content subject objectives and the 3Ls. Sometimes we cannot say that during a particular activity, only one aim can be achieved and only aspect is practised or worked on. It is often interconnected, and it requires thinking at multiple levels. Students may also employ more than one language category at the same time.

As the materials do not stand for the only input in CLIL class, it is one of the means of approaching this pedagogy and promoting it. The planning proved to be more complex as

opposed to standard lessons of individual subjects, nevertheless, this complexity may be rewarding for the students, especially in their future studies.

Summary (Czech)

Tato práce se zabývá metodou CLIL (Content and Language Integrated Learning), která propojuje obsahový předmět a vyučovaný cizí jazyk. Přesto nelze tuto metodu označit za „pouhou“ výuku jakéhokoliv předmětu v cizím jazyce, neboť má své principy a např. pouze metodiky výuky cizího jazyka nejsou v hodinách CLILu zcela adekvátní. Didaktička a profesorka Do Coylová ve své monografii, která je pravděpodobně jednou z nejlepších prací zabývajících se metodou CLIL, také tvrdí, že neexistuje jedna určitá CLIL pedagogika. Proto i tato práce nabízí jeden z možných pohledů na výuku touto metodou, která propojuje dějepis (historii) jako obsahový předmět a anglický jazyk jako jazyk výuky.

CLIL není zcela novou metodou, název vznikl v první polovině 90. let a můžeme jej označit jako metodu bilingvního vyučování, někdy také označované jako imerzní. To se úspěšně osvědčilo např. v Kanadě, podobné programy našly své místo také v Británii či USA. Podobně úspěšnou metodu se tak snažila prosadit i Evropská unie a jejími výsledky se měl stát právě CLIL. EU usilovala zejména o to, aby její občané ovládali alespoň dva evropské jazyky na dobré komunikativní úrovni, čímž sledovali cíle nejen jazykové, ale zaměřovali se také na rozvoj kultur, vzdělání i pracovního trhu v rámci Unie a společnou komunikaci jejích obyvatel.

Přestože tedy počátky CLILu, i tohoto termínu, klademe do 90. let 20. století a Evropská Unie se jím v několika dokumentech zabývala, tato metoda není zcela rozšířena. Svou povahou by se měla řadit zejména na gymnázia, pokud se ale nejedná o bilingvní programy, ve většině případů CLIL součástí kurikul není, či je tomu tak v malé míře. Svou povahou se tato práce pravděpodobně odlišuje od svých předchůdců či jiných výzkumů v oblasti didaktických závěrečných prací. Jejich cílem totiž není zmapovat úspěšnost a efektivitu výuky pomocí této metody, neboť to již bylo mnohými badateli učiněno, ale naopak znovu upozornit na její efektivitu a možnosti a zvýšit o ní povědomí. Mezi důvody, proč se CLIL na školách jako metoda tolik nepreferuje, mohou patřit následující faktory: malé povědomí o metodě jako takové, její relativní náročnost – nejen pro žáky, ale také pro pedagogy, ne vždy mají pedagogové potřebnou kvalifikaci pro oba integrované předměty. To sice není pro výuku CLILU nutné, ale neodbornost v jednom či druhém předmětu může vyvolat zábrany a neochotu CLILový předmět vést. Další, neméně podstatnou stinnou stránkou jeho nerozšířenosti jsou finanční náklady či nedostatek učebních materiálů, přičemž právě ty poskytují pedagogům jakousi jistotu, zakotvení a vedení. Právě na tuto problematiku cílí předkládaná práce, v jejíž praktické části autorka prezentuje vytvořené výukové materiály, které metodu CLIL využívají. Jedná se konkrétně o tři pracovní listy tematicky se zaměřující na události moderních dějin doplněné poznámkami a instrukcemi či návrhy pro učitele, jak pracovní listy využít.

Jako metoda se CLIL od pouhé výuky v cizím jazyce odlišuje zejména tím, že klade důraz na tzv. „4Cs“. S tímto pojmem přichází právě Do Coyle a kol. a za jednotlivými C se skrývá *Content* – obsah, *Cognition* – kognice čili poznávání, *Communication* – komunikace a *Culture* – kultura. Tyto čtyři principy by měly být promítnuty v CLILových hodinách, cílech i materiálech. *Obsah* odkazuje na význam nejazykové předmětu, který určuje téma hodin; *poznáváním* je myšleno nejen učení (ať již jazyka nebo obsahu), ale také rozvíjení myšlenkových procesů a schopnosti přistupovat k daným problematikám kriticky; *komunikace* probíhá během CLILových hodin nejen mezi žákem a učitelem, ale hojně také mezi žáky samotnými, a to ve dvojicích či skupinách, neboť se na tento druh spolupráce pedagogika CLIL zaměřuje a vyzdvihuje orientaci na žáka, ne na učitele; naposledy slovo *kultura* s sebou nese jak rozvíjení mezikulturního porozumění, což apeluje zejména na uvědomění si dopadů různých problémů, tak má vést k toleranci a empatii nejen mezi jednotlivci, ale celými národy.

Dalšími znaky této metody je orientace na akademický jazyk, pravděpodobně i kvůli tomu, že mezi další podporované aktivity Evropské unie patří i programy Erasmus a meziuniverzitní výměny. Dále je jejím znakem tzv. *scaffolding*, neboli lešení. Vzhledem k tomu, že CLIL je zejména zpočátku pro studenty náročný, měl by materiál i hodiny obsahovat jisté „pomůcky“. V pracovních listech navržených v této práci tzv. lešení zahrnuje pomocné a návodné otázky k prezentovaným textům, zejména ale tabulky fungující jako glosáře. Studenti s nimi ale musí pracovat a vyvinout na jejich doplnění i vlastní iniciativu, měly by jim totiž pomoci orientovat se v poněkud složitějších textech. Při vytváření materiálů a přípravě CLIL hodin by si učitelé vedle 4Cs měli plánovat také cíle týkající se tzv. 3Ls zaměřené na jazyk. V CLIL hodinách můžeme mluvit o tzv. *language of learning*, neboli jazyk učení, který si studenti potřebují osvojit k pochopení, popsání a práci s obsahovými tématy, ale také s prezentovaným jazykem, může to tedy zahrnovat důležité pojmy vztahující se k předmětu i slovní zásobu; *language for learning*, neboli jazyk, kterým se mezi sebou studenti dorozumívají, se nejvíce zaměřuje na komunikaci, neboť aby studenti splnili různé úkoly či jiná zadání, musí být schopni sdělovat i vyslechnout názory, řídit a usměrňovat diskuzi i práci ve skupině. Poslední definovaný *language through learning*, jazyk skrze učení, počítá s tím, že studenti se při těchto imerzních programech současně jazyk učí, často i nevědomě. Tyto principy musí mít tedy pedagog při vytváření CLIL materiálů a hodin na paměti.

Teoretická část

Práce se dělí na úvod, část teoretickou, následně část praktickou a poté na závěrečné zhodnocení praktické části propojené se závěrem. V teoretické části práce stručně shrnuje vývoj

CLILu zejména ve vztahu k evropské politice, metoda je totiž zmiňována některými dokumenty vydanými Radou Evropy (Council of Europe) či Evropskou komisí (European Commission). Z jazykové politiky EU lze totiž vyvodit, že multilingualismus pro ni představuje jednu z cest, jak vytvářet, sdílet a rozvíjet evropskou identitu. CLIL se tak měl stát jedním z pedagogických přístupů, který by urychlil učení cizího jazyka. Například takzvaný Akční plán pro rok 2004–2006 s názvem Podporování učení cizích jazyků a jazykové rozmanitosti ('Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006', Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions of 24.07.2003) uvádí několik výhod CLILU zahrnující kupříkladu praktické využití jazyka přímo v rámci výuky – tedy komunikace „ted' a tady“, která stojí proti nacvičování hypotetických situací; dále alternativa k tradiční výuce a budování sebevědomí žáků. Zároveň ale mapování situace CLILU na evropských školách v roce 2006 prokázalo (European Commission, Content and Language Integrated Learning (CLIL) at School in Europe, Eurydice, 2006), že metody podobné CLILU, tak, jak jsou rozšířené v Lucembursku a na Maltě, jsou spíše výjimkou a v ostatních státech se jedná o minoritní záležitost.

V České republice iniciovaly projekty, například *Nebojte se CLIL*, týkající se propagování této metody, Národní institut pro další vzdělávání (NIVD) ve spolupráci s Výzkumným pedagogickým ústavem či organizací Amate. Pedagogická fakulta Masarykovy univerzity v Brně se zasloužila o materiál i příručku pro výuku metodou CLIL pod názvem *CLIL do škol*. Většina projektů organizovaných v České republice se stala záležitostí let 2010–2015, respektive 2012. V roce 2015 byly vydány učebnice *Channel Crossing* pro různé obsahové předměty, omezené jsou ovšem ve svém zaměření na mladší žáky základních škol a prvních ročníků víceletých gymnázií na úrovních A1 a A2. Důvod pro nedostatek učebnic a materiálů využívající tuto metodu může představovat i jistá preference „tradičních“ jazykových učebnic ze strany vydavatelů.

Tato část se vedle shrnutí vývoje CLIL v rámci legislativy EU a projektů zorganizovaných v ČR zabývá zejména teorií o vytváření jazykových materiálů a definováním dalších pedagogických přístupů, které autorka v praktické části aplikuje. Neboť se jedná o integraci obsahu a jazyka, je nutné si vymezit i didaktické přístupy ve výuce dějepisu. Podobně jakožto CLIL představuje alternativu k tradiční výuce, tato práce se z pohledu didaktiky dějepisu snaží vymezit a aplikovat přístupy představující alternativu tradiční frontální výuky. Použité přístupy zároveň vyhovují principům CLIL i vybraným metodikám výuky cizího jazyka, jsou dobře kombinovatelné a často si kladou podobné kognitivní i afektivní cíle; často se také prolínají cíle obsahové a jazykové, jako příklad poslouží schopnost porozumět, rozebrat a interpretovat text, která si vyžaduje jak schopnosti jazykové, tak kognitivní a bezesporu by

měla být nespornou součástí i obsahového předmětu – historie. Proto se práce z velké míry ve své praktické části na využití autentických textů a jejich rozborům, studenti tak mají možnost pracovat s prameny i sekundárními zdroji a sami si z nich vyvodit potřebné informace a údaje, nejen obsahové, ale zároveň i jazykové. Tento přístup tedy nepočítá s frontálním výkladem pedagoga či učebnicovým textem vytvořeným speciálně pro účely jednoho či druhého předmětu.

Nejenže jsou žáci seznamováni s různými druhy autentických textů, ale také s různými pohledy. Tento přístup v dějepisném vyučování, jenž prosazuje seznamování žáků s různými pohledy na dané historické události, zahrnující například protistrany či různé společenské vrstvy, se nazývá multiperspektivita. Prezentace perspektiv různých zúčastněných stran se tedy ve výsledných pracovních listech také promítá. Publikace *Dějiny ve filmu* ukazuje učitelům možnost využít populární médium jako televize, filmy a seriály při výuce. Do jisté míry totiž nahradily knihy a jako přínosné řešení se jeví filmy efektivně využít nežli se jím ve výuce vyhýbat. Stejně praktickými se mohou ukázat audiovizuální materiály, v tomto ohledu může i obraz posloužit jako mnohořikající pramen. Práce zmiňuje, a když je to možné, i využívá orální historie, ta nejen přináší výpověď pamětníků, kteří se do výuky dostávají výjimečně, ale v rámci integrování jazyka s obsahem představuje také přirozený a efektivní input. Nejde pouze o alternativu poslechového cvičení, ale studenti při poslechu lépe identifikují ironii, vtip či postoj mluvčího, či rozdíly mezi mluveným a psaným jazykem – znaky jako opakování, zakoktavání, pauzy a další.

CLIL je sice zastřešující metodikou, nelze ale říci, že by se ve vytvořených materiálech (i v jiných podobných) nevyužívalo jiných pedagogických přístupů. V souvislosti se zaměřením na žáky (jejich samostatnou, ale zejména skupinovou a párovou spolupráci) se jako vhodné jeví typy úkolů, u kterých musí žáci dohledávat informace (research-based learning) adaptované na humanitní předmět; dále induktivní metoda (inductive approach), kdy se žáci nejprve setkávají s nějakým gramatickým jevem (na příkladech, v textu) a vyvozují z daných příkladů pravidla, než aby byli s tímto pravidlem nejprve obeznámeni. Komunikativní přístup (communicative approach) spolu s přímou metodou (direct approach) zejména v tom ohledu, že hlavním jazykem je cizí jazyk, ve kterém se obsah zprostředkovává a jím by měla být vysvětlena i nová slovní zásoba (přestože překlad, ujasnění pojmů a využití L1 je samozřejmě efektivní a je podporováno), korelují s principy CLIL. Klíčovým „nástrojem“ je ovšem využití autentických textů ve snaze přiblížit co nejefektivněji a podporující rozvíjení různých dovedností jak přes obsahovou stránku, tak jazykovou. Základy každého pracovního listu tak tvoří texty autentické, které se definují jako texty, jež nejsou vytvořené s cílem výuky cizího

jazyka. Nejedná se tedy jinými slovy o „umělé“ texty, ale prameny, články, přepisy výpovědí či úryvky z bibliografií.

Praktická část

V praktické části jsou představeny tři pracovní listy doplněné poznámkami pro pedagogy. Obsahově se zaměřují na vybraná témata moderních dějin – počátky studené války, antisemitismus a holokaust a Pražské jaro a normalizaci. I tímto zaměřením na moderní dějiny reaguje práce na aktuální společenskou debatu prezentovanou také v médiích, která upozorňuje na nedostatečné povědomí středoškoláků o událostech 20. století, zejména v souvislosti v československými a českými dějinami. Pracovní listy jsou založené na (autentických) textech, což je vytyčeno jako metodika v teoretické části. Vybrané úryvky textů jsem ponechala nepozměněné a nezjednodušené s vědomím, že mohou být náročné v tom smyslu, že obsahují velké množství slovní zásoby. Z tohoto důvodu jsem stanovila jazykovou úroveň na C1 (respektive B2+). Tyto úrovně mají často studenti gymnázií a mnohdy i jiných středních škol při nástupu na vysoké školy a nezřídka dosahují certifikátů této úrovně i mnohem dříve. Plynulá komunikace je na těchto úrovních tedy dobře zvládnutelná. Zároveň se jedná o jazykové úrovně pokročilé, při kterých nejsou další studentovy pokroky a úspěchy tak jasně viditelné a neprobíhají v takovém tempu jako na nižších úrovních. Právě i na tyto skupiny studentů je práce primárně namířena – materiály jsou zamýšlené jako doplněk klasické výuky jak obsahového, tak daného jazykového předmětu a CLIL by zde mohl pro mnoho studentů představovat atraktivní alternativu klasické výuce, jež neklade důraz na přesnost gramatickou či zapamatování dat a informací, ale spíše na plynulé a smysluplné vyjadřování jak slovní, tak písemné, komunikaci, rozvíjení kritického myšlení a práci s texty a informacemi, což vše souvisí s principy 4Cs. I přesto jsem si vědoma toho, že práce je zaměřena na „modelovou“ třídu a měla by být přístupná i jiným jazykovým úrovním. Materiály stojí modelem a snažím se na nich ukázat jisté principy CLIL, propojitelnost metodik etc., vždy jsou ovšem modifikovatelné. Texty se dají zjednodušit a pracovní listy se nemusí využívat v celém svém celku, ale přizpůsobit potřebám dané úrovně a žákům.

Metodologie

V teoretické části došlo k vymezení cílů a popsání procesu vytváření materiálů pro jazykovou výuku. Výchozím bodem se tak staly autentické texty, vybrané podle obsahu, a na základě jejich rozboru byly vytyčeny cíle jazykové (a komunikativní), kognitivní i kulturní, a odvozeny další audiovizuální materiály, tak aby byla vytvořena logická struktura pracovních

listů vedoucí ke stanoveným cílům. K materiálům pro studenty byly vytvořeny i poznámky pro pedagogy obsahující doplňující odkazy, materiály, shrnutí celkových i jednotlivých cílů a instrukce k aktivitám, popř. tipy na zjednodušení pracovních listů. Ty jsou totiž vytvořeny pro „ideální“, nekonkrétní žáky a využívají texty a jiné zdroje nezjednodušené, ve své původní podobě.

Rozbor pracovních listů

Každý z pracovních listů je také v různých aspektech odlišný. První se nejvíce inspiruje učebnicí *Past Simple: Learning English through History* sestavené autory Davidem Rondelem a Peterem Thompsonem v roce 2012. Je nejkratší a skládá se ze dvou verzí – A a B, úkoly se studentům liší až v posledním cvičení a rozdělené jsou z toho důvodu, by pracovali samostatně a byli schopni vyhledávat informace a zároveň je poté jeden druhému interpretovat, tedy spolupracovat a komunikovat. Sledují se zde obsahové i jazykové cíle, úkoly se orientují na samostatnou, párovou a skupinovou práci žáků, tudíž především na komunikaci. Jazykově by se žáci, ačkoliv je tato gramatika a slovní zásoba součástí pouze druhého listu, měli být schopni vyjadřovat, interpretovat a ptát se na názory svých spolužáků. V úkolech týkajících se psaní, by měli být schopni také argumentovat. Tzv. lešení, zejména ve formě glosářů, se vyskytuje v každém pracovním listu. Společným rysem je pracovním listům poté důraz na zásadní postavení psaných textů. Ty představují jak zdroj obsahu – informací, tak jazyka (nové slovní zásoby, gramatiky, ale také stylistiky, tj. celkové stavby textu, volené slovní zásoby, postoje mluvčího, porovnávání různých žánrů, mluvených a psaných textů). Na základě textu jsou tak volena navazující cvičení a aktivity, která se zaměřují na obsah i jazyk textů a většinou pokládají specifitější otázky. Na dokumentu ospravedlňujícím okupaci Československa v roce 1968 by tedy studenti měli identifikovat komunistickou rétoriku, na rozhovoru s pamětníkem znaky mluveného jazyka a v textu Norimberských zákonů jazyk práva a legislativy. V případech, kde text nabízí rozbor určitého gramatického jevu (např. předpřítomného času v prvním pracovním listu), následují cvičení, ve kterých se tento jev analyzuje i aplikuje. Každý pracovní list si definuje cíle týkající se výše zmíněných 4Cs, 3Ls související s jazykovými cíli i cíle obsahové.

Shrnutí

Na vytváření pracovních listů se prokázalo, že spoléhat se na primární a sekundární zdroje nabízí mnoho výhod, neboť představují input jazykový i obsahový, se kterým mohou s pomocí pedagoga pracovat studenti sami (ve dvojicích a skupinách), komunikace nad texty

se nabízí jako přirozený typ práce s texty a připravuje studenty také na typ interakce a studia v akademickém prostředí. Obsah a jazyk se zde zároveň ukazuje jako ne zcela oddělitelný. Z hlediska jazykového představuje tento typ výuky ideální alternativu či doplněk klasické práce s učebnicemi nebo hodinami zaměřenými na gramatiku, jednotlivé dovednosti a slovní zásobu představující dobrý a nutný základ jazykové výuky. Z hlediska obsahového se přibližují nejen akademickému prostředí, ale také práci historiků a tomu, co historie jako věda obnáší – práci se zdroji a kritický přístup, je tak vítanou alternativou frontální výuky, která minimalizuje komunikaci a rozvíjení myšlenkových procesů. Tyto aspekty jsou tak velice dobře a při sestavování materiálů přirozeně propojitelné s principy metody CLIL zaměřující se kromě obsahu a komunikace také na kulturní aspekty a kognitivní procesy. V instrukcích pro pedagogy i konečném rozboru bylo opakovaně upozorňováno na principy CLIL pedagogiky, aby tak učitelé při vytváření vlastních materiálů netíhli k tomu připravovat „pouhou“ výuku obsahu v cizím jazyce. Proto je nutné si definovat obsahové i jazykové cíle jak pomocí 4CS, tak 3Ls a zaměřit se na akademický jazyk; poskytovat studentům pomoc (scaffolding); vytvořit si přiměřená kritéria hodnocení, která se pravděpodobně nebudou zcela shodovat s požadavky jazykových a obsahových předmětů jako takových; a v neposlední řadě směřovat aktivity na párovou či skupinovou práci, snažit se tedy co nejvíce vyhnout frontální výuce a orientaci na pedagoga.

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Worksheet II

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